



**THE EFFECT OF USING INDIRECT METHOD ON THE  
STUDENTS' GRAMMAR ACHIEVEMENT AT SMP PLUS**

**DARUS SHOLAH**

**THESIS**

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JEMBER UNIVERSITY**

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**DARUS SHOLAH**

**PROPOSAL THESIS**

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at  
the English Education Program, Language and Arts Department,  
the Faculty of Teacher Training and Education,  
Jember University

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**2018**

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**DEDICATION**

*This thesis is honorably dedicated to:*

1. *My parents, Slamet Ryadi and Suratin*
2. *My sister, Siti Rochmania*
3. *My bestfriends, Siti Komariah, Diana Laili M., Linda Anggraeni, Zhenita Deliany, and Solfiatuzzahro*

**MOTTO**

Joan Didion, “Grammar is a piano I play by ear. All I know about grammar is its power.”, [izquotes.com](http://izquotes.com) (retrieved on July, 19<sup>th</sup> 2018)



**CONSULTANT'S APPROVAL**

**THE EFFECT OF USING INDIRECT METHOD ON THE STUDENTS'  
GRAMMAR ACHIEVEMENT AT SMP PLUS DARUS SHOLAH**

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The Researcher

Siti Yuliani



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## SUMMARY

**The Effect of Using Indirect Method on the Students' Grammar Achievement at SMP Plus Darus Sholah**; Siti Yuliani, 140210401047, 2018, 107 pages; English Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

This experimental research was conducted to investigate the effect of using Indirect Method on the students' grammar achievement, especially on the use of simple past tense. This research was conducted in SMP Plus Darus Sholah, Jember. The population of this research was all the 8<sup>th</sup> grade students. The research participants (the experimental and the control groups) were selected based on the results of the homogeneity test. Based on the results of the homogeneity test, the population was heterogeneous. Therefore, the experimental and the control groups were chosen based on two classes that had the closest mean difference. As the result, 29 students of class VIII F and 31 students of class VIII C were chosen as the participants of this research. The students in the experimental group were taught simple past tense by using Indirect Method while the students in the control group were taught simple past tense by using Direct Method.

After the treatments were carried out, the researcher administered the post test to measure the students' grammar achievement, especially on simple past tense. The post test results were analyzed by using Independent sample t-test in the SPSS computing system to find the mean difference between two groups. Based on the data analysis, the significant value was 0.03 which was lower than 0.05. This means that there was a significant difference between the experimental and the control groups.

Finally, the researcher would like to give some suggestions to the English teachers and the future researchers. Since it was proved that there was a significant effect of using Indirect Method to teach grammar, especially on simple past tense, the English teachers are advised to teach grammar, especially on tenses by using Indirect Method. Furthermore, the future researchers are advised to conduct a further research with the similar topic either in a different skill, area or design. However, due to the limitation of this research the future researchers are suggested to construct more items for the test, so that the future researchers have more options in choosing the test items.

## CHAPTER I. INTRODUCTION

This introductory chapter gives readers' information about the research background, the research problem, the research objective, and the research contribution.

### 1.1 Research Background

Grammar is one of the important components in English. Damra and Qudah (2012) state that grammar is the base of the language; it provides students with the structures and rules they need in order to organize their messages and ideas. Therefore, grammar must be taught appropriately in order to make the students understand on how to construct the meaningful sentences both in spoken and written forms. Verghese (1989) in Damra and Qudah (2012) adds that "A knowledge of grammar is perhaps more important to a second language learners than to a native speaker". This is because of the procedure of acquiring the language is different; the native speaker has creatively internalized the grammar of the language while the second language learner has to make a conscious effort to master those aspects and parts of the language grammar (Damra and Qudah, 2012).

There are many methods that can be applied by the teacher to teach grammar. One of the appropriate methods is Indirect Method. Indirect Method is a method in which there is no explanation of the grammatical pattern given to the students. Instead, students should be provided by some examples and they are required to build the grammatical rules by themselves. Ellis (2008) in Dang and Nguyen (2013) says that Indirect Grammar instruction favors induction or the learners' discovery of the grammatical rules through tasks and therefore, does not involve giving grammatical explanations. Widodo (2006) adds that by using Indirect Method, learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance. Therefore, students are also

expected to be more active in the learning process, rather than being simply passive recipients (Widodo, 2006).

The studies related to the effect of using Indirect Method in teaching grammar has been conducted by several researchers. Using experimental design, this issue has been investigated by a number of researchers since 2011 until 2015 in different contexts. Most of the studies were conducted in Asia. Mahjoob (2015), Fatemipour and Hemmati (2015) conducted their studies in Iran; Dang and Nguyen (2013) in Vietnam; and Akram (2015) in Jordan. The other studies were conducted by Vogel (2011) in France; Teklesellassie (2013) in Ethiopia. The participants of these studies were ranging from elementary school students to university students.

The findings of the studies revealed that Indirect Method played a positive role in improving the academic achievement of the students studying English grammar in both elementary and university levels. For junior high school level, Indirect Method also gave great contribution to enhancing learners' rule comprehension of English tenses as well as the use of tenses in productive practice. In contrast, the previous study examining the effect of Indirect Method on senior high school students' grammar achievement revealed that Indirect Method had no statistically significant influence on the students' grammar achievement.

From those studies, most of the results showed that previous researchers mostly discuss the effect of using Indirect Method in teaching grammar, but compared to different topics such as the aspects of grammar, the number of participants, gender, and level. In addition, only one of them was conducted in the context of junior high school, while others were conducted in higher education context. The findings of the studies showed that Indirect Method gave significant effects on the students' grammar achievement compared with teaching grammar by using Direct Method for elementary and higher education levels.

Based on the findings of previous studies on Indirect Method, the present study attempted to investigate the use of Indirect Method focusing on teaching simple past tense to the 8<sup>th</sup> grade of junior high school students in Jember in the 2017/2018 academic year as the research context. This present study focused on



investigating the effect of implementing Indirect Method on the students' grammar achievement, especially on simple past tense through recount text based on the curriculum.

## **1.2 Research Problems**

Based on the research background above, the research problem was formulated as follows: Was there any significant effect of using Indirect Method on the 8<sup>th</sup> grade students' grammar achievement at SMP Plus Darus Sholah?

## **1.3 Research Objective**

Based on the problem above, the research objective was to know whether or not there was a significant effect of using Indirect Method on the 8<sup>th</sup> grade students' grammar achievement at SMP Plus Darus Sholah.

## **1.4 Research Contributions**

The results of the research is expected to give significant contribution to the following people.

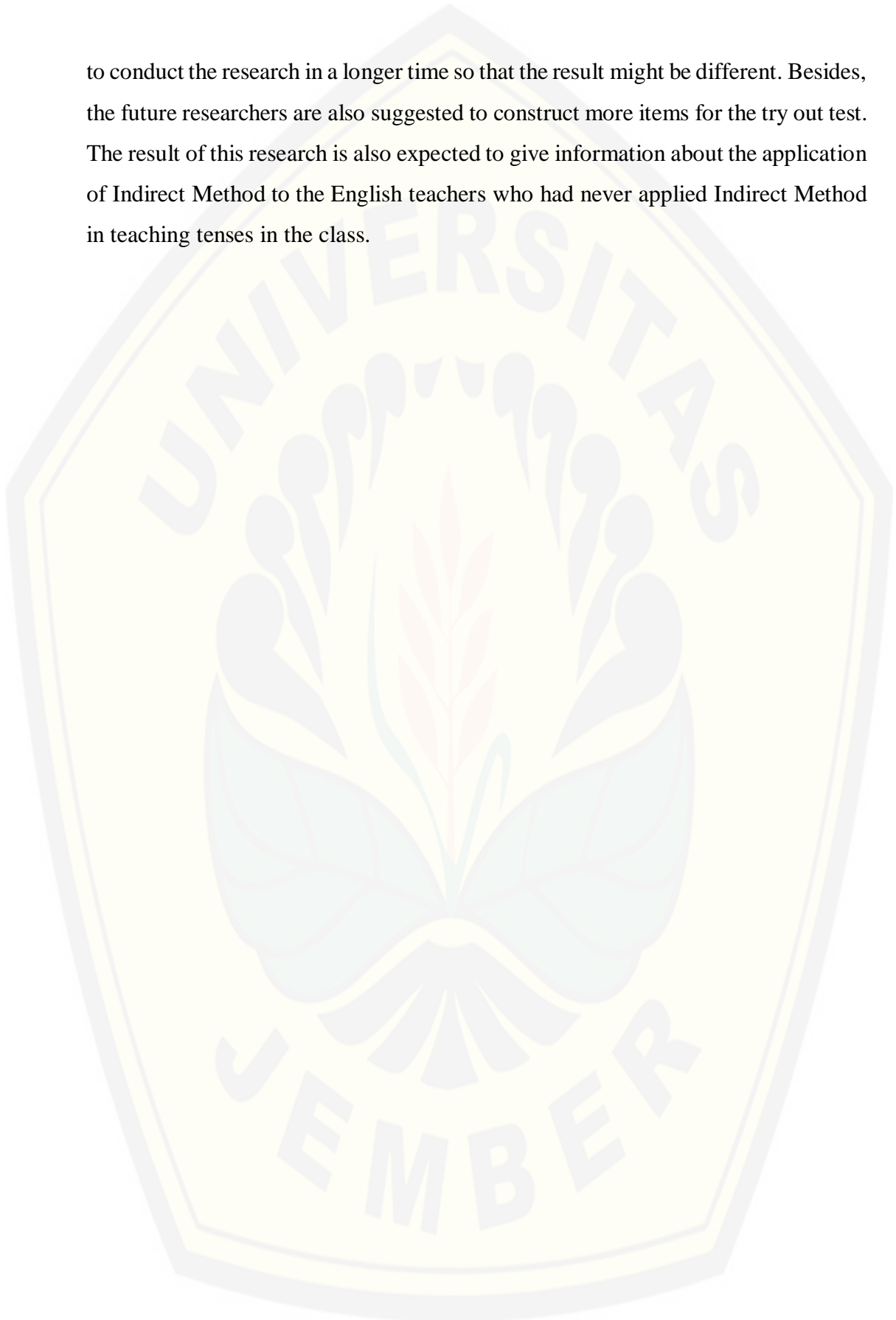
### **I.4.1 Practical Contribution**

Hopefully, the result of this research will give an effect to the students. It is expected that the students will have an experience in applying Indirect Method to solve their problem in learning grammar.

### **I.4.2 Empirical Contribution**

The finding of this research is expected to help the future researchers as a reference to conduct a further research with a similar issue using another research design, such as a classroom action research to improve the students' grammar achievement by using Indirect Method. However, the future researchers are advised

to conduct the research in a longer time so that the result might be different. Besides, the future researchers are also suggested to construct more items for the try out test. The result of this research is also expected to give information about the application of Indirect Method to the English teachers who had never applied Indirect Method in teaching tenses in the class.



## CHAPTER II. LITERATURE REVIEW

This chapter presents some theories related to the research problem. They are (1) theoretical framework (2) conceptual framework; (3) previous studies; and (4) research hypothesis.

### 2.1 Theoretical Framework

#### 2.1.1 The Constructivism Theory

Constructivism is the assimilation of both behaviorist and cognitive ideals (Amineh and Asl, 2015). The constructivists believe that learning is a process of constructing meaning (Merriam and Caffarella, 1999 in Amineh and Asl, 2015). Constructivism is an approach to probe for children's level of understanding and to show that understanding can increase and change to higher level thinking (Mvududu and Burgess, 2012 in Amineh and Asl, 2015). Therefore, it can be concluded that there has been a shift in the education paradigm which can be described as a shift from behaviorism to cognitivism and from cognitivism to constructivism. One of the teaching methodologies that becomes a part of constructivism theory is Indirect Method. The detail information about Indirect Method will be explained below.

#### 2.1.2 The Definition of Indirect Method

Indirect Grammar instruction favors induction or the learners' discovery of the grammatical rules through tasks and therefore does not involve giving grammatical explanations (Ellis, 2008 in Dang and Nguyen, 2013). It implies a problem-solving approach in which "students are provided with data which illustrate the use of a specific grammatical structure which they analyze to arrive at some generalization that accounts for regularities in the data" (Ellis, 1997 in Dang and Nguyen, 2013).

For example, the students are given a certain passage which contains the use of simple present tense and present continuous tense and are asked to identify the verbs in both tenses and finally they can build a rule and explain their functions.

In the Indirect Method, the task used is called Indirect Consciousness – Raising Tasks (CRT) in which the students are asked to construct the pattern of the grammatical point taught. These tasks are designed to increase the students' language awareness as what Svalberg (2010) stated that CRT are thus designed to raise the learners' Language Awareness (LA). They are called either self pedagogic activities (Ellis, 1997 in Dang and Nguyen, 2013) or discovery tasks (Ellis, 2008 in Dang and Nguyen, 2013). These tasks differ from direct consciousness-raising tasks whose goals are explicit knowledge of grammar rules and which include some "meta-lingual knowledge" instructed by "direct explanation – of the kind used in the grammar translation method" (Ellis, 1999 in Dang and Nguyen, 2013).

From the explanation above, it can be concluded that Indirect Method is a method in which there is no explanation of the grammatical pattern given from the teacher directly to the students. Instead, students are provided by some examples and they are required to build conclusion about the grammatical rules by themselves. Tasks used in this method called Indirect Consciousness–Raising Tasks in which they can help to raise the students' language awareness.

### 2.1.3 Indirect Method as a Part of Constructivism Theory

Based on the theory of constructivism, it is believed that learning is a process of constructing meaning (Merriam and Caffarella, 1999 in Amineh and Asl, 2015). Therefore, with constructivism as an educational theory in mind, the teachers should allow their students to generate the new knowledge based on their experiences.

From the perspectives above, Indirect Method is a proper method that combines the grammar teaching instruction with the essence of constructivism theory.

#### 2.1.4 The Definitions of Grammar

Grammar is partly the study of what forms (or structures) are possible in a language. Grammar is a description of the rules that govern how language of sentences are formed (Thornbury, 1999: 1). Grammar is conventionally seen as the study of the syntax and morphology of sentences (Thornbury, 1999: 2). Syntax is the system of rules that cover the order of words in a sentence and morphology is the system of rules that cover the formation of words (Thornbury, 1999: 2).

Based on those definitions, it can be concluded that grammar is the base of the language that studies how the structure and sentences of the language are formed. Grammar itself can be seen as the study of morphology and syntax. Morphology deals with the word formation and syntax deals with the word order.

#### 2.1.5 Simple Past Tense Characteristics

The simple past tense characterized by the following aspects. Each aspect will be explained below.

##### 1. The Definition of Simple Past Tense

The simple past tense indicates that an activity or situation began and ended at particular time in the past (Azar, 1989: 24).

##### 2. Forms of Verbs

The simple past tense has two kinds of verbs that are regular and irregular verbs.

##### 1. Regular verb

Regular verb is a verb that usually ends by *-ed* or *-d*.

Verb I	Verb II	Verb III
Climb	Climbed	Climbed
Consider	Considered	Considered

Examples of the sentences:

1. Type 1 (Subject + Predicate + Object)

1. Joy climbed Mount Bromo.

2. Type 2 (Subject + Predicate + Object + Complement)

1. Anna considered the issue very important.

2. Irregular verb is a verb that has inconsistency forms in present, past and past participle. The verb may have the same forms in present, past, and past participle. Sometimes, the verb has different forms in present and past participle or it has the same form in past and past participle.

Verb I	Verb II	Verb III
Drive	Drove	Driven
Cut	Cut	Cut
Make	Made	Made
Come	Came	Come

Examples of the sentences:

1. Type 1 (Subject + Predicate + Object)

1. Riana drove the car.

2. Type 1 (Subject + Predicate + Object)

1. She cut the rope.

3. Type 2 (Subject + Predicate + Object + Complement)

1. That case made the lawyer famous.

4. Type 2 (Subject + Predicate + Object + Complement)

1. Rani came to the party alone.

1. Time signals

1. Time signals without preposition: yesterday, last week, a month ago, etc.

Examples:

1. I went to Bali yesterday.
2. My father came from Jakarta last week.
3. Fany climbed the mountain a month ago.

2. Time signals with preposition: this morning, in 2010, etc.

Examples:

1. The dog ate the bone this morning.
2. Rony made this bag in 2010.

2. The patterns of simple past tense are formulated as follows:

1. Affirmative: Subject + V<sub>2</sub>  
Example: Ralph called his mother to wish her happy birthday.
2. Negative statement: Subject + did not + simple form  
Example: I did not see Bety yesterday.
3. Question: Did + Subject + simple form  
Example: Did you wash the dishes?

(Azar, 1989: 24)

#### 2.1.6 The Advantages and Disadvantages of Using Indirect Method in Teaching Grammar

Indirect Method does not only provide advantages but also offer some disadvantages. Here are the advantages and disadvantages of Indirect Method to teaching grammar (Widodo, 2006):

The advantages of using Indirect Method for teaching grammar are as follows:

1. Learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance.
2. Learners' greater degree of cognitive depth is "exploited".
3. The learners are more active in the learning process, rather than being simply passive recipients. In this activity, they will be motivated.
4. The method involves learners' pattern-recognition and problem solving abilities in which particular learners are interested in this challenge.
5. It can help learners construct their own explicit grammar of the target language.
6. It allows learners to become deeply involved in the language they are studying.

The disadvantages of using Indirect Method for teaching grammar, as follows.

1. The concepts given implicitly may lead the learners to have the wrong concepts of the rule taught.
2. The tasks may not be appropriate to beginners or young learners.

Based on the disadvantages above, the researcher attempted to anticipate the first disadvantage by guiding and monitoring the students in generating the pattern of the grammatical point taught. The researcher checked whether the students drew the wrong pattern or not by asking some students orally to mention the pattern they had written and asked the opinion from other students in the classroom. For the second disadvantage, the researcher presented the evidence that learners who are categorized as young learners or beginners are in aging of 6-11 years old (Loukotkova, 2011), while the participants of this research were in aging of 14-15 years old.

## **2.2 Conceptual Review**

### **2.2.1 The Procedure of Teaching Grammar by Using Indirect Method**

Based on the theoretical framework above, the Indirect Method is chosen as one of the appropriate methods in teaching grammar. There are five steps in using Indirect Method to teach grammar according to Widodo (2006), as follows.

1. Building up students' knowledge of the rule or rule initiation. In this step, teaching grammar is started by some leading questions and providing model sentences in which the grammatical item to be taught is underlined.
2. Eliciting functions of the rule or rule elicitation. This step aims to elicit the functions of the grammatical item taught accompanied by examples.
3. Familiarizing students with the rule in use through exercises or rule practice. This step focuses on familiarizing the students with the grammatical item in use.
4. Checking students' comprehension or rule activation. This step is geared to check students' comprehension of the grammatical item being taught.



5. Expanding students' knowledge or rule enrichment. This last step is focused on expanding students' comprehension of the grammatical item being taught by giving an assignment or homework to the students.

Finally, this research adapted the procedure proposed by Widodo (2006). This decision was made due to the fact that the procedure was proposed by an Indonesian; therefore it was expected to be more appropriate to be applied in Indonesia as this research was conducted in Indonesia. However, in this procedure, Widodo tried to explain how to teach present perfect tense, but this research focused on teaching simple past tense. In addition, in this research, the researcher used recount text to teach simple past tense, but Widodo did not use any text.

Here are the procedure of teaching grammar by using Indirect Method in this research:

1. Giving a recount text to the students and asking them to read it individually and underline the second form of the verbs and time signals used in the text.
2. Asking the students to find the examples of the sentences in the past tense used in the text.
3. Asking the students to draw the pattern of the simple past tense.
4. Asking the students to complete the sentences with the appropriate verbs in the past tense.

#### 2.2.2 The Procedure of Teaching Grammar at SMP Plus Darus Sholah Based on the KTSP Curriculum

SMP Plus Darus Sholah was chosen as the location of this research because the Indirect Method had never been implemented by the English teacher in teaching grammar. In this school, the English teachers usually teach grammar by using Direct Method. There are 4 steps in teaching grammar by using Direct Method according to the 8<sup>th</sup> grade English teacher of SMP Plus Darus Sholah, as follows.

1. Explaining the rule. In this step, the teacher explains the rule of grammatical point taught through a diagram of tenses.

2. Providing model sentences. In this step, the teacher provides a text as the examples which the grammatical point to be taught is underlined.
3. Providing the exercises. In this step, the teacher provides some exercises to the students to check their understanding of the use of grammatical point taught.
4. Giving an assignment. In this step, the teacher gives homework containing the grammatical point taught.

From the procedure above, it can be seen that the major different point between Indirect Method and Direct Method is that in Direct Method, the teacher still explains the rule of the grammatical point taught, while in Indirect Method, the students themselves who will discover the rule based on the model sentences provided by the teacher.

### 2.2.3 The Students' Grammar Achievement

In relation to achievement, Hughes (1989: 10) defines achievement test as a measurement to test how successful students achieve the objectives of the learning. An achievement test is usually directly anchored in course objectives. To know the students' grammar achievement, it can be gained by conducting a grammar achievement test after learning the lesson.

In this research, grammar achievement referred to the 8<sup>th</sup> grade students' scores of an English grammar test, especially on the simple past tense. The students' grammar achievement was be assessed after the grammar teaching and learning process carried out in both the experimental group and the control group.

## 2.3 Previous Studies

The previous studies on the effectiveness of Indirect Method in teaching grammar were conducted. Among of them were carried out in Asia such as Mahjoob (2015), Fatemipour and Hemmati (2015) in Iran; Dang, Nguyen (2013) in Vietnam; and Akram (2015) in Jordan; and among others were conducted outside Asia, such as Vogel (2011) in France; Teklesellassie (2013) in Ethiopia.

Mahjoob (2015) investigated the effectiveness of inductive and deductive methods of grammar teaching on two groups of EFL students in Iran. The participants of this study were 60 Iranian male and female students. The participants were randomly assigned to two groups of 30 students. The first group (experimental group) was taught inductively and the second group (control group) was taught deductively. The findings of this study revealed that there was no statistically significant difference between the mean scores of both groups.

In contrast, Fatemipour and Hemmati (2015) had administered an experimental research aimed to consider the effectiveness of grammar Consciousness-Raising (CR) activities on the development of young EFL learners' grammar performance and also to study the appropriateness of CR for young learners. The participants of this study were 60 young Iranian male and female pre-intermediate students. The participants were divided into two groups. The experimental group was exposed to grammar CR activities while the control group was trained by deductive grammar teaching. The results revealed that grammar CR activities had a significant effect on the development of young learners' grammar performance and CR was suitable for young learners.

In addition, Dang and Nguyen (2013) had conducted a study aimed to explore the effect of Indirect Grammar Instruction on EFL learners' mastery of English tenses. 94 pre-intermediate students were selected and randomly assigned into either the experimental and the control group. The results indicated that Indirect Grammar Instruction had great contributions to enhance learner's rule comprehension of English tenses as well as the use of tenses in productive practice.

Furthermore, Akram (2015) investigated the comparative effectiveness of teaching English grammar by using deductive and inductive teaching models. This study also aimed to see which of these two methods had a positive effect on the grammar academic achievement of the university students and elementary school students in Jordan. 180 students were selected as the participants of this study; 80 students at the university level and 100 students at the elementary level. The results of the study revealed that there were significant statistical differences

among the grammar performance means of both groups at both levels due to inductive method.

For college students, Vogel (2011) investigated how to present grammatical structures to intermediate level French college students. It compared the effect of a guided inductive and a deductive approach on short and long term learning of 10 structures. A mixed-method was adopted to assess learning of the structures and to investigate preference of approach. The finding of this study indicated a significantly greater effect of the guided inductive approach on short term learning while the long term findings and the relationship between preferences and performances were not significant.

Lastly, Teklesellassie (2013) investigated the comparative effects of L2 instructional approaches on learning grammatical structures by adult learners. The participants were summer trainees of educational planning and management at Bahir Dar University. A pre-test/post-test quasi-experimental design was used in this study. The analysis of the data indicated that the participants in the experimental group who learnt grammar structures inductively in a writing course scored, in two different tests, statistically significantly higher than the participants in the control group who learnt the same topic deductively.

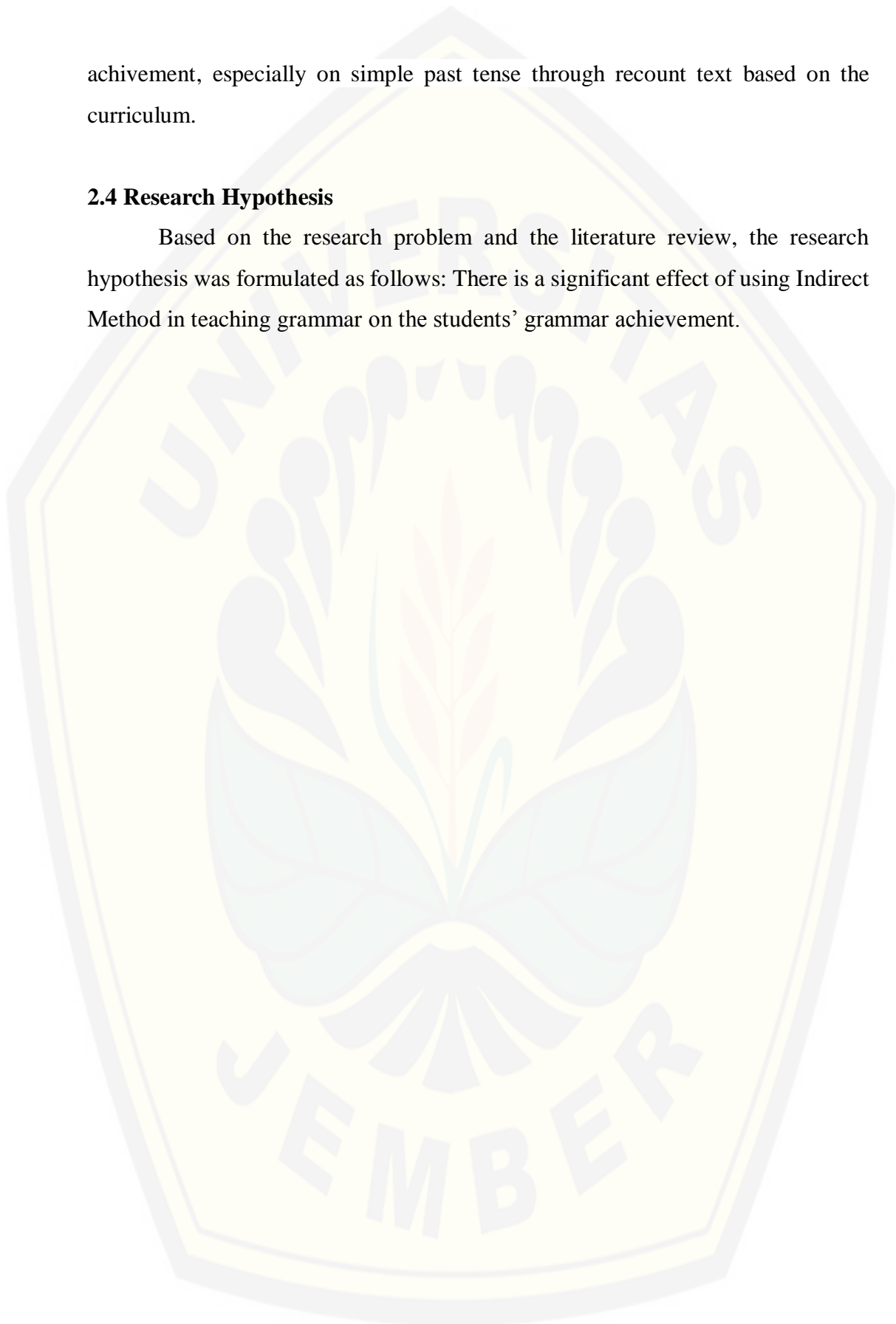
From those studies, most of the results showed that previous researchers mostly discuss the effect of using Indirect Method in teaching grammar, but compared to different topics such as the aspects of grammar, the number of participants, gender, and level. In addition, only one of them was conducted in the context of junior high school, while others were conducted in higher education context. The findings of the studies showed that Indirect Method gave significant effects on the students' grammar achievement compared with teaching grammar by using Direct Method for elementary and higher education levels.

Based on the findings of previous studies on Indirect Method, the present study attempted to investigate the use of Indirect Method focusing on teaching simple past tense to the 8<sup>th</sup> grade of junior high school students in Jember in the 2017/2018 academic year as the research context. This present study focused on investigating the effect of implementing Indirect Method on the students' grammar

achievement, especially on simple past tense through recount text based on the curriculum.

#### **2.4 Research Hypothesis**

Based on the research problem and the literature review, the research hypothesis was formulated as follows: There is a significant effect of using Indirect Method in teaching grammar on the students' grammar achievement.



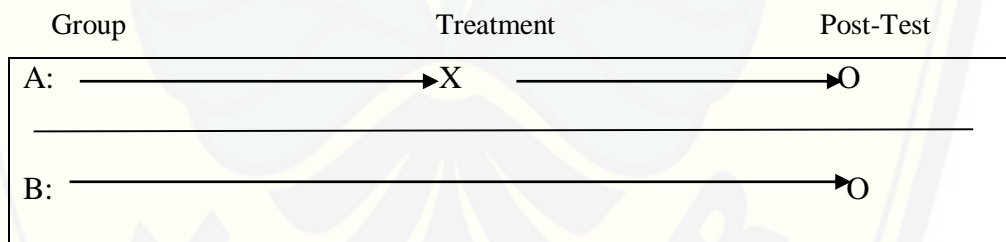
### CHAPTER III. RESEARCH METHODOLOGY

This chapter presents the research methods applied in this research. They are research design, research context, and research participants, data collection methods, and data analysis method.

#### 3.1 Research Design

The objective of my research was to investigate the effect of using Indirect Method on the students' grammar achievement at SMP Plus Darus Sholah. Therefore, the research design used was an experimental research, especially quasi experimental with post-test only design. An experimental research design assigns individuals to experience a practice or procedure and have some individuals to experience something different, and then determine whether those who experience the idea (practice or procedure) perform better on some outcome than those who do not experience it (Creswell, 2012). This means that an experimental research aims to know whether or not the experimental group will have a better achievement than the control group after a certain treatment is given to the experimental group.

The design of this research was as follows:



- Notes:  
 A: Experimental Group  
 B: Control Group  
 X: Treatment  
 O: Post Test

(Creswell, 2012:310)

The activities of this research design were as follows:

1. Administering grammar test to all classes of the 8<sup>th</sup> grade students of SMP Plus Darus Sholah in the 2017/2018 academic year to know the homogeneity of the population.
2. Analyzing the scores of homogeneity test by using Analysis of Variance (ANOVA). Based on the homogeneity test results, the significant value was 0.019 which was lower than 0.05. It means that the population was heterogeneous. Therefore, the participants (two classes) were chosen from two classes that had the closest mean difference.
3. Giving treatments to the experimental group by teaching grammar using Indirect Method, while the control group were taught grammar by using Direct Method. The teaching learning process was done in two meetings. The duration of every meeting was 70 minutes as scheduled.
4. Administering the grammar test to both the experimental group and the control groups.
5. Analyzing the results of the grammar test by using t-test formula to know whether or not there was a significant effect of using Indirect Method on the students' grammar achievement.
6. Drawing a conclusion from the result of the analysis to answer the research problem.

### **3.2 Research Context**

This research was conducted at SMP Plus Darus Sholah that is located on Jalan Moh. Yamin, Tegal Besar, Kaliwates, Jember. This school has implemented the curriculum of KTSP because the students and the teachers are not ready to implement the curriculum of 2013. In this school, English is taught two times in a week (2x35 minutes in each meeting). This school has some facilities to support the teaching and learning English. The facilities are a library which provides some English books and an LCD in each class used by the teachers to show the materials being taught in class. In this school, the English

teacher teaches grammar integratedly with the language skill covering reading or writing skill. Direct Method is used in teaching grammar in the class. Usually, the students are asked to memorize the pattern of the English grammar taught through a diagram. Therefore, Indirect Method had not been implemented in this school yet. Therefore, this school was chosen to be the research area of this research.

### **3.3 Research Participants**

The population of this research was all the 8<sup>th</sup> grade students of SMP Plus Darus Sholah in the 2017/2018 academic year. There were 7 classes of the 8<sup>th</sup> grade level (8.A-8.G). Two classes were chosen as the samples of the population. The process of choosing the samples was based on the results of homogeneity test. The homogeneity test results showed that the population was heterogeneous. Therefore, the participants (two classes) were chosen from two classes that had the closest mean difference.

### **3.4 Data Collection Methods**

In this research, there were three kinds of data collection methods used; they were grammar achievement test, interview, and documentation.

#### **3.4.1 Grammar achievement test**

The grammar achievement test was administered to obtain the main data about the students' grammar achievement after the students were taught grammar by using Indirect Method. To know the validity, reliability, and time allocation of the grammar achievement test, it was tried out first. This test was given to a class that did not belong to the experimental and the control



groups. Based on the English teacher's permission, class VIII D was chosen to do the try out test.

The grammar achievement test as the post test was given to the experimental group and the control group after the treatments were given. The test materials were taken from the test materials of try-out test. The test given was in the form of teacher-made-test in the form of multiple choice. The items in the grammar test were constructed based on the results of the try out test so that the test was valid and reliable.

a. The Validity of the test

A test is valid if it measures what is intended to be measured (Hughes, 1989). In this research, the grammar test was established based on the content validity. This means that in this research, the grammar test material was constructed based on the KTSP curriculum as shown in the following table:

Table 3.1 Standard Competence and Basic Competence of KTSP for the Eighth Grade Students

<b>Membaca</b>	
11. Memahami makna dalam esei pendek sederhana berbentuk <i>recount</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar.	11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i> .

The grammar test material in this research was constructed based on the indicator above namely the use of simple past tense in the recount text.

b. The Reliability of the test

The results of the try out test were analyzed using Split-Half technique by using Product Moment Correlation formula and then, continued by using Spearman-Brown formula.

The procedures in finding the reliability coefficient by Split-Half technique are as follows:

1. Conducting the vocabulary try-out test and score every test item answered by the students.
2. Split the items into two parts based on even and odd numbers.
3. Giving a sign (X) for odd numbers, and (Y) for even numbers.
4. Analyzing the correlation between X and Y using Pearson Product Moment Correlation formula:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Notes:

$r_{xy}$	= Reliability Coefficient
$\sum XY$	= The total number of odd items and even items
$\sum X$	= The total number of odd items
$\sum Y$	= The total number of even items
$N$	= The number of participants

(Arikunto, 2010:226)

5. Finding out the reliability coefficient of the whole test by using Spearman-Brown formula:

$$r_{11} = \frac{2r_{xy}}{1+r_{xy}}$$

Descriptions:

$r_{11}$  = the reliability coefficient for the whole test items

$r_{xy}$  = the coefficient of a half test items

(Arikunto, 2010:223)

c. The Difficulty Index of Test Items

The difficulty index of each item was obtained by calculating the number of correct answers divided by the number of test takers. The formula taken was described, as follows:

$$FV = \frac{R}{N}$$

Notes:

FV : Facility Value (the index of difficulty)

R : The number of correct answers

N : The number of test takers

The level of difficulty index is, as follows:

0.00 – 0.30 : Difficult

0.31 – 0.70 : Average

0.71 – 1.00 : Easy

(Heaton: 1975)

d. The Specification of Post test Items

Types of Test Items	Number of Test Items
<b>Types of Sentences</b>	
Affirmative (+)	11
Negative (-)	8
Interrogative (?)	6
<b>Kinds of Verbs</b>	
Regular	9
Irregular	16
<b>Time signals</b>	
1. Literal time signals	
Yesterday	6
Ago	7
Last	10

2. Time signals with prepositions	
In 2010	<b>1</b>
This morning	<b>1</b>

#### 3.4.2 Interview

The interview was conducted in this research in order to get the supporting data with the information about the English curriculum used in the school, the method or teaching technique used by the English teacher, and media used to support the English teaching.

#### 3.4.3 Documentation

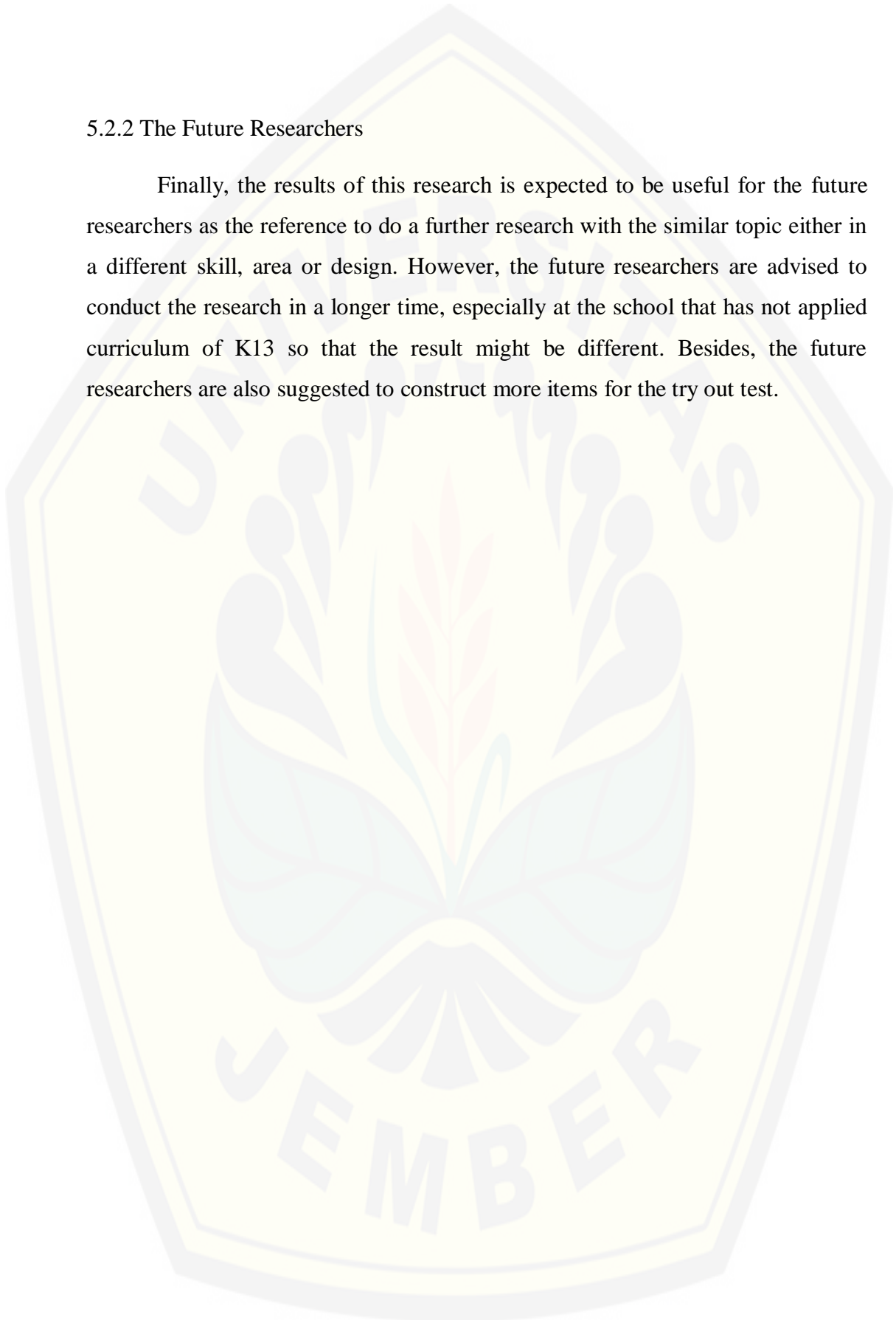
In this research, documentation was needed to get the information about the list of the 8<sup>th</sup> grade students who become the participants of this research (the experimental and the control groups).

### 3.5 Data Analysis Method

After the data were collected, then the data were analyzed by using t-test formula with SPSS computing system. This was done to know whether or not there was a significant effect of using Indirect Method on the students' grammar achievement.

### 5.2.2 The Future Researchers

Finally, the results of this research is expected to be useful for the future researchers as the reference to do a further research with the similar topic either in a different skill, area or design. However, the future researchers are advised to conduct the research in a longer time, especially at the school that has not applied curriculum of K13 so that the result might be different. Besides, the future researchers are also suggested to construct more items for the try out test.



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## APPENDICES

## APPENDIX A. RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Methods	Hypothesis
The Effect of Using Indirect Method on the Students' Grammar Achievement at SMP Plus Darus Sholah	Is there any significant effect of using Indirect Method on the students' grammar achievement?	1. Independent: The use of Indirect Method in teaching grammar  2. Dependent: The students' Grammar Achievement	<ul style="list-style-type: none"> <li>• Indirect method:               <ol style="list-style-type: none"> <li>1. Giving the examples of sentences containing the grammatical item taught.</li> <li>2. Giving exercises containing the grammatical item taught.</li> <li>3. Drawing a conclusion about the grammatical item taught.</li> </ol> </li> <li>• The students' score on grammar achievement test covering the material of: Simple Past tense.</li> </ul>	<ul style="list-style-type: none"> <li>• The Research Participants:               <ul style="list-style-type: none"> <li>- The 8<sup>th</sup> grade students of SMP Plus Darus Sholah in the 2017/2018 academic year (two classes).</li> </ul> </li> <li>• Informant:               <ul style="list-style-type: none"> <li>- The 8<sup>th</sup> grade English teacher of SMP Plus Darus Sholah.</li> </ul> </li> <li>• Documents:               <ol style="list-style-type: none"> <li>1. The list of the population</li> <li>2. The school curriculum.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Research Design Quasi experimental research with group post-test only design.</li> <li>• Area Determination Method               <ul style="list-style-type: none"> <li>- Purposive method</li> </ul> </li> <li>• Participant Determination Method               <ul style="list-style-type: none"> <li>- Cluster random sampling method</li> </ul> </li> <li>• Data Collection Methods               <ul style="list-style-type: none"> <li>- Main Data:                   <ul style="list-style-type: none"> <li>- Grammar achievement test</li> </ul> </li> <li>- Supporting Data:                   <ul style="list-style-type: none"> <li>- Documentation: the list of the participants (the experimental and the control group)</li> </ul> </li> </ul> </li> </ul>	There is a significant effect of using Indirect Method on the students' grammar achievement at SMP Plus Darus Sholah.



					<ul style="list-style-type: none"><li>- Interview: the 8<sup>th</sup> grade English teacher as the interviewee</li><li>• Data Analysis Method<ul style="list-style-type: none"><li>- The data will be analyzed by using t-test with SPSS computing system.</li></ul></li></ul>	
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**APPENDIX B****INTERVIEW GUIDE**

Interviewer : Siti Yuliani  
 Interviewee : Mrs. Ely, S.Pd.  
 Place of Interview : SMP Plus Darus Sholah  
 Date of Interview : January, 13<sup>th</sup> 2018

No.	Question	Answer
1.	What curriculum does this school apply?	This school uses K13 for class seven and KTSP for class eight and nine.
2.	Why does the school apply two different curriculums?	This because the 8 <sup>th</sup> and 9 <sup>th</sup> grades students are used to learn through the curriculum of KTSP, so that it is difficult for them to understand the materials when we try to apply the curriculum of K13.
3.	How many times do you teach English in each class in a week?	I teach English two times in each class in a week. Each meeting is 70 minutes.
4.	What English text book do you use in teaching English?	Here, we use LKS and sometimes I add the material from e-book.
5.	How do you teach grammar, mainly tense about simple past tense?	I usually teach them deductively by using the diagram of tenses.
6.	Do you integrate the teaching of tenses with language skills?	Yes, I teach tenses with Reading skill.
7.	Have you ever implemented "Indirect Method" in teaching tenses in the class? Why not?	No, because I am used to teach English tenses deductively and my students can understand the materials well.

**APPENDIX C****HOMOGENEITY TEST**

Name :

Class :

Complete the sentence with the correct word. 30 minutes will be given to you to complete the test. Good luck.

- 1) I come ..... Italy.  
A to  
B from  
C at  
D in
- 2) A I is a cold.  
B I am cold.  
C I has cold.  
D I have cold.
- 3) Ann, how are you?  
A - I'm a nurse.  
B - I'm fine, thanks. And you?  
C - I am working.  
D - Good.
- 4) Whose key is that?  
A It's of Cate.  
B It's Cate's.  
C It's Cate.  
D It's to Cate.
- 5) His office is on the first .....  
A level  
B ground  
C stage  
D floor
- 6) I speak Hebrew and French but Ann ....  
A don't  
B doesn't  
C speaks  
D doesn't speaks
- 7) I can't find my glasses. Can you look for..., please?  
A they  
B them  
C it  
D their
- 8) ..... there any car on the street?  
A Are  
B Is  
C Am  
D Isn't
- 9) (*On the phone*) Hello. Juliet .....  
A speak  
B talk  
C talking  
D speaking
- 10) ..... do you go to the gym? -  
Twice a week.  
A How often  
B Where  
C How  
D Why

- 11) I like ..... in my spare time.  
A reading  
B read  
C to reads  
D to reading
- 12) Chopin likes to ..... to music everyday.  
A listen  
B listens  
C listening  
D listened
- 13) I .....tomorrow.  
A am goig to go to Jakarta  
B go to Jakarta  
C goes to Jakarta  
D did not go to Jakarta
- 14) Where.....she now?  
A are  
B were  
C was  
D is
- 15) I went to the bookshop ..... 'Harry Potter'.  
A for buy  
B to buy  
C to buying  
D for to buy
- 16) He is interested ..... learning Romanian.  
A in  
B on  
C to  
D for
- 17) Would you like ..... to drink, sir?  
A anything  
B anywhere  
C nothing  
D something
- 18) The doctor ..... me a prescription for some medicine.  
A give  
B gives  
C giving  
D don't give
- 19) What ..... next weekend?  
A do you do  
B are you doing  
C will you do  
D did you do
- 20) 'Are you hungry?'  
'Yes, I .....'  
A am hungry  
B is hungry  
C hungry  
D very hungry

**ANSWER KEY**

- |       |       |
|-------|-------|
| 1. B  | 11. A |
| 2. B  | 12. B |
| 3. B  | 13. A |
| 4. B  | 14. D |
| 5. D  | 15. B |
| 6. B  | 16. A |
| 7. B  | 17. D |
| 8. B  | 18. B |
| 9. D  | 19. C |
| 10. A | 20. A |

**The Formula to Accumulate Students' Scores**

$$\text{Final Score} = \frac{\text{Gotten Score}}{\text{Maximum score}} \times 100$$

**APPENDIX D**

**The Output of the Homogeneity Test**

**Descriptives**

Score	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					8A	11		
8B	27	38.52	6.908	1.329	35.79	41.25	25	55
8C	26	37.88	8.964	1.758	34.26	41.51	20	55
8D	31	44.35	4.786	.860	42.60	46.11	35	55
8E	22	44.77	12.000	2.558	39.45	50.09	15	70
8F	27	37.96	16.365	3.149	31.49	44.44	10	60
8G	27	36.48	10.725	2.064	32.24	40.72	15	60
Total	171	40.09	10.839	.829	38.45	41.72	10	70

**ANOVA**

Score	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1745.989	6	290.998	2.618	.019
Within Groups	18227.695	164	111.144		
Total	19973.684	170			

**APPENDIX E****LESSON PLAN (Meeting 1)***(For Experimental Group)*

<b>School</b>	<b>: SMP Plus Darus Sholah</b>
<b>Subject</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VIII / Even</b>
<b>Language Component</b>	<b>: Grammar: Past Tense (Integrated with Reading)</b>
<b>Genre</b>	<b>: Recount text</b>
<b>Time Allocation</b>	<b>: 2 X 35 Minutes</b>

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**A. Standard Competence***Reading*

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**B. Basic Competence**

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

**C. Indicator****Cognitive Product:**

1. Completing the sentences with the appropriate verbs in the past tense (affirmative, negative, or interrogative) in the form of multiple choice question.

**Cognitive Process:**

1. Underlining the second form of the verbs (V<sub>2</sub>) and the time signal used in the text.
2. Finding 5 examples of the sentences in the past tense (affirmative, negative, and interrogative) that are used in the text.

3. Drawing the pattern of the past tense in the form of affirmative, negative, and interrogative.

#### D. Learning Objectives

##### Cognitive Product

1. The students are able to complete the sentences with the appropriate verbs in the past tense (affirmative, negative, or interrogative) in the form of multiple choice question correctly.

##### Cognitive Process

1. The students are able to underline the second form of the verbs (V<sub>2</sub>) and the time signal used in the text.
2. The students are able to find 5 examples of the sentences in the past tense (affirmative, negative, and interrogative) that are used in the text.
3. The students are able to draw the pattern of the past tense in the form of affirmative, negative, and interrogative correctly.

#### E. Learning Materials (enclosed)

#### F. Media, Instrument, and Learning Resources

<b>Media</b>	<ol style="list-style-type: none"> <li>1. PPT</li> <li>2. A video about having a holiday</li> </ol>
<b>Instrument</b>	<ol style="list-style-type: none"> <li>1. Laptop</li> <li>2. LCD projector</li> </ol>
<b>Resources</b>	<ol style="list-style-type: none"> <li>1. <a href="http://wwduniapendidikan.blogspot.co.id/2017/03/contoh-recount-text-study-tour-to-bali.html">http://wwduniapendidikan.blogspot.co.id/2017/03/contoh-recount-text-study-tour-to-bali.html</a></li> <li>2. <a href="https://www.ef.com/english-resources/english-grammar/simple-past-tense/">https://www.ef.com/english-resources/english-grammar/simple-past-tense/</a></li> </ol>

#### G. Learning Method

The experimental group: Indirect Method.



**H. Teaching and Learning Activities**

The Teacher's Activities	The Students' Activities	Time
<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li>1. The teacher greets the students.</li> <li>2. The teacher asks the students to pray together.</li> <li>3. The teacher checks the students' attendance.</li> <li>4. The teacher shows a video about having a holiday to the students</li> <li>5. The teacher asks some leading questions based on the video:               <ol style="list-style-type: none"> <li>1. Where is the location of the people in the video?</li> <li>2. What are the people doing in the video?</li> <li>3. What is <i>liburan</i> in English?</li> <li>4. Can you guess, what topic we are going to study today?</li> </ol> </li> <li>6. The teacher tells the learning objectives</li> </ol>	<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li>1. The students respond the greeting from the teacher.</li> <li>2. The students pray together.</li> <li>3. The students raise their hands as a sign of presence.</li> <li>4. The students watch the video about having a holiday shown by the teacher.</li> <li>5. The students answer some leading questions based on the video given by the teacher.</li> <li>6. The students pay attention when the teacher tells the learning objectives.</li> </ol>	<b>10'</b>
<p><b>Main Activity:</b></p> <p><b>The Steps of Indirect Method</b></p> <p><b>Step 1:</b></p> <ol style="list-style-type: none"> <li>1. The teacher gives the text to the students.</li> <li>2. The teacher asks the students to read the text individually.</li> </ol>	<p><b>Main Activity:</b></p> <p><b>The Steps of Indirect Method</b></p> <p><b>Step 1:</b></p> <ol style="list-style-type: none"> <li>1. The students receive the text given by the teacher.</li> <li>2. The students read the text given by the teacher individually.</li> </ol>	<b>55'</b>

<p>3. The teacher asks the students to underline the V<sub>2</sub> and the time signal used in the text.</p> <p>4. The teacher asks the students to find the examples of the sentences in the past tense used in the text.</p> <p><b>Step 2:</b></p> <p>1. The teacher leads the students to draw the pattern of past tense.</p> <p><b>Step 3:</b></p> <p>1. The teacher asks the students to complete the sentences with the correct verbs in the form of multiple choice question individually.</p>	<p>3. The students underline the V<sub>2</sub> and the time signal used in the text.</p> <p>4. The students find the examples of the sentences in the past tense used in the text.</p> <p><b>Step 2:</b></p> <p>1. The students to draw the pattern of past tense.</p> <p><b>Step 3:</b></p> <p>1. The students complete the sentences with the correct verbs in the form of multiple choice question individually.</p>	
<p><b>Closure:</b></p> <p>1. The teacher guides the students to draw a conclusion about the main point of the materials by question and answer.</p> <p>2. The teacher gives homework to the students.</p> <p>3. The teacher asks the students to pray together.</p> <p>4. The teacher says good bye to the students.</p>	<p><b>Closure:</b></p> <p>1. The students draw a conclusion about the main point of the materials.</p> <p>2. The students receive homework given by the teacher.</p> <p>3. The students pray together.</p> <p>4. The students say good bye to the teacher.</p>	5'

## LEARNING MATERIAL

### A. Set Induction

Teacher shows a video about having a holiday in Bali.

Teacher gives some leading questions:

1. Where is the location of the people in the video?
2. What are the people doing in the video?
3. What is *liburan* in English?
4. Can you guess, what topic we are going to study today?

## **B. Main Activity**

### **1. Recount text**

#### **My Journey to Bali**

Last month, my friends and I had a study tour to Bali for 3 days. Actually, I also spent my last holiday in this island, but I always wanted to come again and again to this beautiful island. We started our first day in Bali by praying at Gilimanuk Mosque. After that, we continued our journey to Bidadari Resto for taking a bath and having breakfast. Then, we went to Tanah Lot Temple and had a shopping time at Khrisna Souvenir Centre. It was raining there. I bought some souvenirs and traditional foods. Then, we took public transportation to visit Kuta Beach. We saw a beautiful sunset there. After that, we went back to our bus to go to Aget Jaya Hotel for taking a rest.

On the second day, we visited Tanjung Benoa Beach. We rode a boat to go to Penyu Island. I was so excited because I could not visit Penyu Island three months ago when I was in Bali with my family. On the way to Penyu Island, we fed some fish. At Penyu Island, we saw many unique animals, such as Turtles, Snake, Monkeys, Sea Birds and Bat. Did you like to see unique animals like me? I myself loved it very much. Then, we went to Bajra Sandi Museum. It was very hot. After that, we visited Bali Culture Centre. I learnt how to make “Sesajen” (Ritual offerings) there.

On the third day, we checked out from the Hotel and got ready to go home. Before we went to Gilimanuk Harbor, we visited Joger and Bedugul. I did not buy anything at Joger, but I played Jet Ski at Bedugul. It was my first experience. Finally, we went to Gilimanuk Harbour and went home. Actually, I did not want to leave Bali soon, but I could not do anything about it.

I was so happy although I felt tired too. I brought so many amazing memories of Bali. Did I want to go back to Bali? Yes! Hopefully, I could go there again someday.

(Taken from <http://www.duniapendidikan.blogspot.co.id/>)

## 2. Exercises

1. Please answer the questions based on the text!

1. Underline the V<sub>2</sub> used in the text!
2. Underline the time signals used in the text!
3. Find 6 examples of the sentences in the past tense used in the text!
  1. 2 affirmative sentences.
  2. 2 negative sentences.
  3. 2 interrogative sentence.

2. Draw the pattern of past tense!

1. Affirmative (+) = \_\_\_\_\_
2. Negative (-) = \_\_\_\_\_
3. Interrogative (?) = \_\_\_\_\_

1. Complete the following sentences with the appropriate verbs by circling the letter a, b, c, or d.

*Example:*

Last week, I \_\_\_\_\_ to Bali for vacation with my family.

- a. go
- b. went
- c. gone
- d. goes

1. Roni \_\_\_\_\_ Agung Mountain last holiday.

- a. climb
- b. climbed
- c. climbing
- d. climbs

2. My family and I \_\_\_\_\_ the sunrise at Kuta Beach last month.
  - a. enjoy
  - b. enjoys
  - c. enjoys
  - d. enjoyed
3. Arini \_\_\_\_\_ at Denpasar Mosque before visiting Bedugul last Monday.
  - a. did not pray
  - b. does not pray
  - c. is praying
  - d. do not pray
4. Rina and Rani \_\_\_\_\_ some Balinese foods last week.
  - a. eating
  - b. eat
  - c. ate
  - d. eats
5. My father \_\_\_\_\_ with the dog in Sanur Beach last Sunday.
  - a. did not run
  - b. does not run
  - c. is running
  - d. do not run
6. Did Mr. Jono's family \_\_\_\_\_ in Bali for 3 years?
  - a. living
  - b. lived
  - c. live
  - d. lives
7. Did Anna \_\_\_\_\_ at the Sense Hotel when she had a holiday in Bali?
  - a. stayed
  - b. stay
  - c. staying
  - d. stays

8. I \_\_\_\_\_ anywhere last holiday.
- did not go
  - do not go
  - does not go
  - am going
9. Did you \_\_\_\_\_ some souvenirs from Bali to your friends?
- giving
  - gives
  - gave
  - give
10. When I \_\_\_\_\_ at Krisna Shopping Center, the rain came.
- arriving
  - arrives
  - arrived
  - arrive

### C. Closure

#### Homework

**A. Underline the clauses or sentences using past tense in the following passage, and circle the verbs.**

#### **Horrible Experience**

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali. Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks. Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town. When I reached my town, I was so surprised that there was almost nothing left. The

earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

**B. Make sentences using the following key words. Number 1 has been done for you as an example.**

No.	Main Verbs	Time Signals
1.	Eat	Last week
2.	See	Yesterday
3.	Drive	Two weeks ago
4.	Destroy	In 2005
5.	Marry	This morning
6.	Happen	Just now
7.	Leave	Last Monday
8.	Move	A month ago

1. I ate a very sweet apple last week.

2.

3.

4.

5.

6.

7.

8.

**Teacher's Note****(For Experimental Group)**

1. Underline all the verbs used in the text!

Started, continued, went, bought, took, saw, went back, visited, rode, fed, learnt, checked out, played, felt, brought.

2. Underline the time signal used in the text!

Last month.

3. Find 5 example of sentences in the text!

1. 2 affirmative sentences.

1. Last month, my friends and I had a study tour to Bali for 3 days.

2. We saw a beautiful sunset there.

2. 2 negative sentences.

1. Actually, I did not want to leave Bali this soon, but I could not do anything about it.

2. I did not buy anything at Joger.

3. 2 interrogative sentences.

1. Did I want to go back to Bali?

2. Did you like to see unique animals like me?

4. Draw the pattern of past tense:

1. Affirmative (+) = S + V<sub>2</sub>

2. Negative (-) = S + did not + V<sub>1</sub>

3. Interrogative (?) = Did + S + V<sub>1</sub>

5. Complete the following sentences with the appropriate verbs by circling the letter a, b, c, or d.

1. b

2. d

3. a

4. c

5. a

6. c

7. b



8. a
9. d
10. c

### **Homework**

#### **A.**

#### **Horrible Experience**

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali. Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks. Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town. When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

#### **B.**

1. I ate a very sweet apple last week.
2. She saw Tina in the park yesterday.
3. My father drove to Bali two weeks ago.
4. Tsunami destroyed many houses in Aceh in 2005.
5. My sister married her handsome boyfriend this morning.
6. I don't believe the earthquake happened just now.
7. Naina left her glasses here last Monday.
8. Ryan moved to London a month ago.

**LESSON PLAN (Meeting 1)***(For Control Group)*

<b>School</b>	<b>: SMP Plus Darus Sholah</b>
<b>Subject</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VIII / Even</b>
<b>Language Component</b>	<b>: Grammar: Past Tense (Integrated with Reading)</b>
<b>Genre</b>	<b>: Recount text</b>
<b>Time Allocation</b>	<b>: 2 X 35 Minutes</b>

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**B. Standard Competence***Reading*

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**B. Basic Competence**

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

**C. Indicator****Cognitive Product:**

1. Completing the sentences with the appropriate verbs in the past tense (affirmative, negative, or interrogative) in the form of multiple choice question.

**Cognitive Process:**

1. Mentioning the function of past tense.
2. Mentioning the pattern of past tense (affirmative, negative, and interrogative).
3. Mentioning the time signals used in past tense.

- Finding the examples of the sentences in the past tense (affirmative, negative, interrogative) used in the text.

#### D. Learning Objectives

##### Cognitive Product

- The students are able to complete the sentences with the appropriate verbs in the past tense (affirmative, negative, or interrogative) in the form of multiple choice question correctly.

##### Cognitive Process

- The students are able to mention the function of past tense correctly.
- The students are able to mention the pattern of past tense (affirmative, negative, and interrogative) correctly.
- The students are able to mention the time signals used in past tense correctly.
- The students are able to find the examples of the sentences in the past tense (affirmative, negative, interrogative) used in the text.

#### E. Learning Materials (enclosed)

#### F. Media, Instrument, and Learning Resources

<b>Media</b>	<ol style="list-style-type: none"> <li>PPT</li> <li>A video about having a holiday</li> </ol>
<b>Instrument</b>	<ol style="list-style-type: none"> <li>Laptop</li> <li>LCD projector</li> </ol>
<b>Resources</b>	<ol style="list-style-type: none"> <li><a href="http://wwduniapendidikan.blogspot.co.id/2017/03/contoh-recount-text-study-tour-to-bali.html">http://wwduniapendidikan.blogspot.co.id/2017/03/contoh-recount-text-study-tour-to-bali.html</a></li> <li><a href="https://www.ef.com/english-resources/english-grammar/simple-past-tense/">https://www.ef.com/english-resources/english-grammar/simple-past-tense/</a></li> </ol>

#### G. Learning Method

The control group: Direct Method.

**H. Teaching and Learning Activities**

The Teacher's Activities	The Students' Activities	Time
<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li>1. The teacher greets the students.</li> <li>2. The teacher asks the students to pray together.</li> <li>3. The teacher checks the students' attendance.</li> <li>4. The teacher shows a video about having a holiday to the students.</li> <li>5. The teacher asks some leading questions based on the video:               <ol style="list-style-type: none"> <li>1. Where is the location of the people in the video?</li> <li>2. What are the people doing in the video?</li> <li>3. What is <i>liburan</i> in English?</li> <li>4. Can you guess, what topic we are going to study today?</li> </ol> </li> <li>6. The teacher tells the learning objectives.</li> </ol>	<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li>1. The students respond the greeting from the teacher.</li> <li>2. The students pray together.</li> <li>3. The students raise their hands as a sign of presence.</li> <li>4. The students watch the video about having a holiday shown by the teacher.</li> <li>5. The students answer some leading questions based on the video given by the teacher.</li> <li>6. The students pay attention when the teacher tells the learning objectives.</li> </ol>	10'
<p><b>Main Activity:</b></p> <p><b>Step 1:</b></p> <ol style="list-style-type: none"> <li>1. The teacher explains the material about past tense.</li> <li>2. The teacher asks the students to note the important points of the explanation.</li> </ol>	<p><b>Main Activity:</b></p> <p><b>Step 1:</b></p> <ol style="list-style-type: none"> <li>1. The students listen to the teacher's explanation very carefully.</li> <li>2. The students note the important points of the teacher's explanation.</li> </ol>	55'

<p>3. The teacher asks questions to the students:</p> <ol style="list-style-type: none"> <li>1. What is the function of past tense?</li> <li>2. Mention the pattern of past tense (affirmative, negative, and interrogative)!</li> <li>3. Mention the time signals used in past tense!</li> </ol> <p><b>Step 2:</b></p> <ol style="list-style-type: none"> <li>1. The teacher gives the text to the students</li> <li>2. The teacher asks the students to read the text individually.</li> </ol> <p><b>Step 3:</b></p> <ol style="list-style-type: none"> <li>1. The teacher asks the students to find the examples of the sentences in the past tense (affirmative, negative, and interrogative) used in the text.</li> </ol> <p><b>Step 4:</b></p> <ol style="list-style-type: none"> <li>1. The teacher asks the students to complete the sentences with the correct verbs in the form of multiple choice question individually.</li> </ol>	<p>3. The students raise their hands to answer the teacher's questions.</p> <p><b>Step 2:</b></p> <ol style="list-style-type: none"> <li>1. The students receive the text from the teacher.</li> <li>2. The students read the text given by the teacher individually.</li> </ol> <p><b>Step 3:</b></p> <ol style="list-style-type: none"> <li>1. The students find the examples of the sentences in the past tense (affirmative, negative, and interrogative) used in the text.</li> </ol> <p><b>Step 4:</b></p> <ol style="list-style-type: none"> <li>1. The students complete the sentences with the correct verbs in the form of multiple choice question individually.</li> </ol>	
<p><b>Closure:</b></p> <ol style="list-style-type: none"> <li>1. The teacher guides the students to draw a conclusion about the main point of the materials by question and answer.</li> </ol>	<p><b>Closure:</b></p> <ol style="list-style-type: none"> <li>1. The students draw a conclusion about the main point of the materials.</li> </ol>	5'

2. The teacher gives homework to the students.	2. The students receive homework given by the teacher.
3. The teacher asks the students to pray together.	3. The students pray together.
4. The teacher greets the students.	4. The students respond the greeting from the teacher.

## LEARNING MATERIAL

### A. Set Induction

Teacher shows a video about having a holiday in Bali.

Teacher gives some leading questions:

1. Where is the location of the people in the video?
2. What are the people doing in the video?
3. What is *liburan* in English?
4. Can you guess, what topic we are going to study today?

### B. Main Activity

#### 1. Simple Past Tense

1. The function of past tense

The simple past describes that an activity or situation happened in the past.

2. The pattern of past tense

1. Affirmative (+) : Subject + V<sub>2</sub>
2. Negative (-) : Subject + did not + infinitive without to
3. Interrogative (?) : Did + Subject + infinitive without to

3. The time signals used in past tense

1. Yesterday
2. Last week
3. Last month
4. Last year, etc.

#### 4. Examples:

(+) We started our first day in Bali by praying at Gilimanuk Mosque.

(-) I did not want to leave Bali this soon.

(?) Did I want to go back to Bali?

## 2. Exercises

1. Read the text very carefully!

### **My Journey to Bali**

Last month, my friends and I had a study tour to Bali for 3 days. Actually, I also spent my last holiday in this island, but I always wanted to come again and again to this beautiful island. We started our first day in Bali by praying at Gilimanuk Mosque. After that, we continued our journey to Bidadari Resto for taking a bath and having breakfast. Then, we went to Tanah Lot Temple and had a shopping time at Khrisna Souvenir Centre. It was raining there. I bought some souvenirs and traditional foods. Then, we took public transportation to visit Kuta Beach. We saw a beautiful sunset there. After that, we went back to our bus to go to Aget Jaya Hotel for taking a rest.

On the second day, we visited Tanjung Benoa Beach. We rode a boat to go to Penyu Island. I was so excited because I could not visit Penyu Island three months ago when I was in Bali with my family. On the way to Penyu Island, we fed some fish. At Penyu Island, we saw many unique animals, such as Turtles, Snake, Monkeys, Sea Birds and Bat. Did you like to see unique animals like me? I myself loved it very much. Then, we went to Bajra Sandi Museum. It was very hot. After that, we visited Bali Culture Centre. I learnt how to make “Sesajen” (Ritual offerings) there.

On the third day, we checked out from the Hotel and got ready to go home. Before we went to Gilimanuk Harbor, we visited Joger and Bedugul. I did not buy anything at Joger, but I played Jet Ski at Bedugul. It was my first experience. Finally, we went to Gilimanuk Harbour and went home. Actually, I did not want to leave Bali soon, but I could not do anything about it.

I was so happy although I felt tired too. I brought so many amazing memories of Bali. Did I want to go back to Bali? Yes! Hopefully, I could go there again someday.

(Taken from <http://www.duniapendidikan.blogspot.co.id/>)

2. Find the examples of the sentences in the past tense that are used in the text!

1. Two affirmative sentences :
2. Two negative sentences :
3. Two interrogative sentences :

**1. Complete the following sentences with the appropriate verbs by circling on the letter a, b, c, or d.**

*Example:*

Last week, I \_\_\_\_\_ to Bali for vacation with my family.

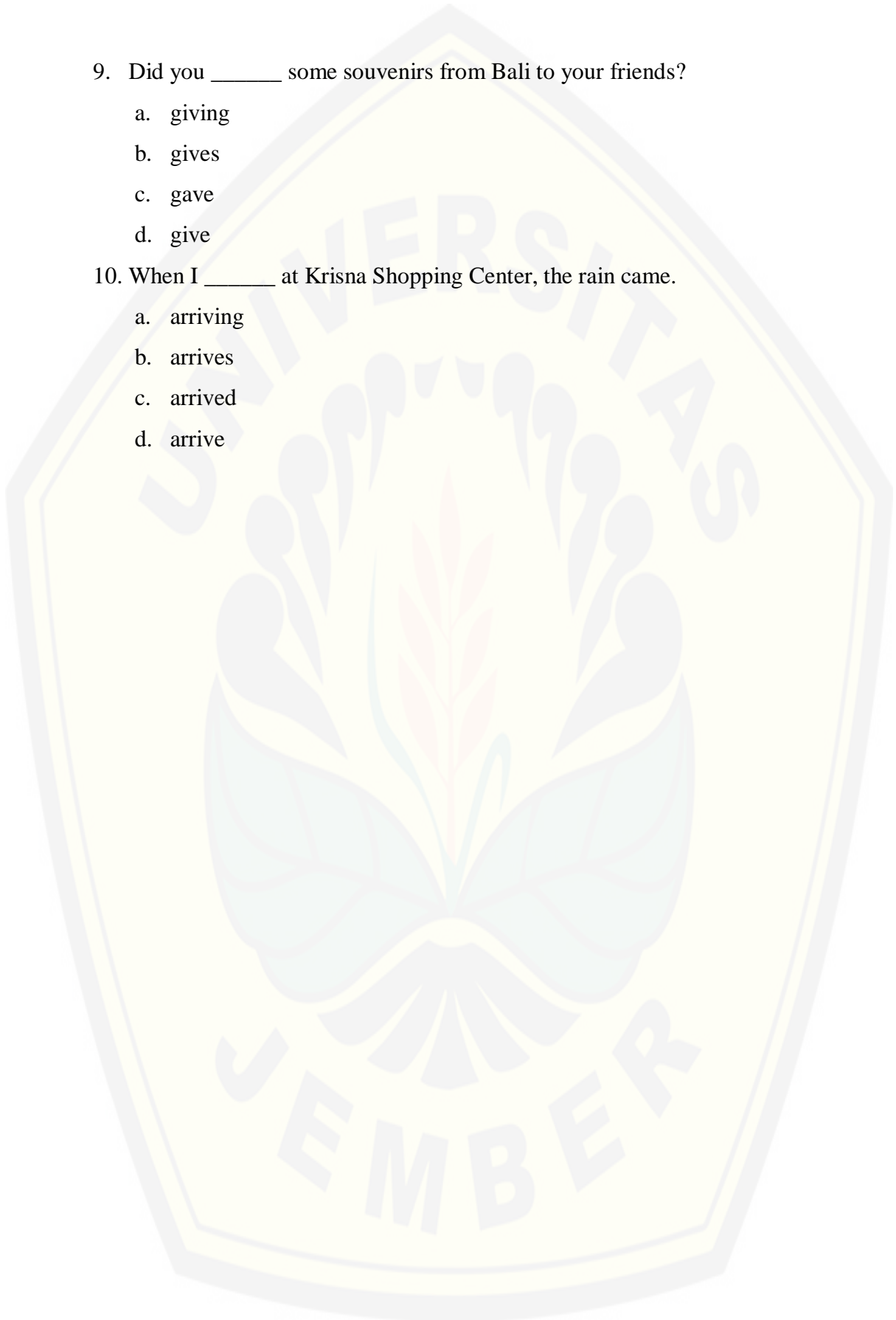
- a. go
- b. went
- c. gone
- d. goes

1. Roni \_\_\_\_\_ to Agung Mountain last holiday.
  - a. climb
  - b. climbed
  - c. climbing
  - d. climbs
2. My family and I \_\_\_\_\_ the sunrise in Kuta Beach last month.
  - a. enjoy
  - b. enjoys
  - c. enjoys
  - d. enjoyed



3. Arini \_\_\_\_\_ at Denpasar Mosque before visiting Bedugul last Monday.
  - a. did not pray
  - b. does not pray
  - c. is praying
  - d. do not pray
4. Rina and Rani \_\_\_\_\_ some Balinese foods last week.
  - a. eating
  - b. eat
  - c. ate
  - d. eats
5. My father \_\_\_\_\_ with the dog in Sanur Beach last Sunday.
  - a. did not run
  - b. does not run
  - c. is running
  - d. do not run
6. Did Mr. Jono's family \_\_\_\_\_ in Bali for 3 years?
  - a. living
  - b. lived
  - c. live
  - d. lives
7. Did Anna \_\_\_\_\_ at the Sense Hotel when she had a holiday in Bali?
  - a. stayed
  - b. stay
  - c. staying
  - d. stays
8. I \_\_\_\_\_ anywhere last holiday.
  - a. did not go
  - b. do not go
  - c. does not go
  - d. am going

9. Did you \_\_\_\_\_ some souvenirs from Bali to your friends?
- a. giving
  - b. gives
  - c. gave
  - d. give
10. When I \_\_\_\_\_ at Krisna Shopping Center, the rain came.
- a. arriving
  - b. arrives
  - c. arrived
  - d. arrive



**C. Closure****Homework**

**A. Underline the clauses or sentences using past tense in the following passage, and circle the verbs.**

**Horrible Experience**

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali. Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks. Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town. When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

**B. Make sentences using the following key words. Number 1 has been done for you as an example.**

No.	Main Verbs	Time Signals
1.	Eat	Last week
2.	See	Yesterday
3.	Drive	Two weeks ago
4.	Destroy	In 2005
5.	Marry	This morning
6.	Happen	Just now
7.	Leave	Last Monday
8.	Move	A month ago

1. I ate a very sweet apple last week.

2.

3.

4.

5.

6.

7.

8.

**Teacher's Note*****(For Control Group)***

2. Find the examples of the sentences in the past tense that are used in the text!

1. Two affirmative sentences :

We visited Tanjung Bena Beach.

We prayed at Gilimanuk mosque.

2. Two negative sentences :

I did not buy clothes at Joger.

I did not want to leave Bali this soon.

3. Two interrogative sentences :

Did I want to go back to Bali?

Did you like to see unique animals like me?

**4. Complete the following sentences with the appropriate verbs by giving a circle on the letter a, b, c, or d.**

1. b

2. d

3. a

4. c

5. a

6. c

7. b

8. a

9. d

10. c

**Homework**

**A.**

**Horrible Experience**

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation

to Bali. Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks. Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town. When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

**B.**

1. I ate a very sweet apple last week.
2. She saw Tina in the park yesterday.
3. My father drove to Bali two weeks ago.
4. Tsunami destroyed many houses in Aceh in 2005.
5. My sister married her handsome boyfriend this morning.
6. I don't believe the earthquake happened just now.
7. Naina left her glasses here last Monday.
8. Ryan moved to London a month ago.

**APPENDIX 6****LESSON PLAN (Meeting 2)***(For Experimental Group)*

<b>School</b>	<b>: SMP Plus Darus Sholah</b>
<b>Subject</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VIII / Even</b>
<b>Language Component</b>	<b>: Grammar: Past Tense (Integrated with Reading)</b>
<b>Genre</b>	<b>: Recount text</b>
<b>Time Allocation</b>	<b>: 2 X 35 Minutes</b>

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**C. Standard Competence***Reading*

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**B. Basic Competence**

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

**C. Indicator****Cognitive Product:**

1. Completing the sentences with the appropriate verbs in the past tense (affirmative, negative, or interrogative) in the form of multiple choice question.

**Cognitive Process:**

1. Underlining the second form of the verbs (V<sub>2</sub>) and the time signal used in the text.
2. Finding 5 examples of the sentences in the past tense (affirmative, negative, and interrogative) that are used in the text.

- Drawing the pattern of the past tense in the form of affirmative, negative, and interrogative.

#### D. Learning Objectives

##### Cognitive Product

- The students are able to complete the sentences with the appropriate verbs in the past tense (affirmative, negative, or interrogative) in the form of multiple choice question correctly.

##### Cognitive Process

- The students are able to underline the second form of the verbs (V<sub>2</sub>) and the time signal used in the text.
- The students are able to find 5 examples of the sentences in the past tense (affirmative, negative, and interrogative) that are used in the text.
- The students are able to draw the pattern of the past tense in the form of affirmative, negative, and interrogative correctly.

#### E. Learning Materials (enclosed)

#### F. Media, Instrument, and Learning Resources

<b>Media</b>	<ol style="list-style-type: none"> <li>PPT</li> <li>A video about having a holiday</li> </ol>
<b>Instrument</b>	<ol style="list-style-type: none"> <li>Laptop</li> <li>LCD projector</li> </ol>
<b>Resources</b>	<ol style="list-style-type: none"> <li><a href="http://wwduniapendidikan.blogspot.co.id/2017/03/contoh-recount-text-study-tour-to-bali.html">http://wwduniapendidikan.blogspot.co.id/2017/03/contoh-recount-text-study-tour-to-bali.html</a></li> <li><a href="https://www.ef.com/english-resources/english-grammar/simple-past-tense/">https://www.ef.com/english-resources/english-grammar/simple-past-tense/</a></li> </ol>

#### G. Learning Method

The experimental group: Indirect Method.



**H. Teaching and Learning Activities**

The Teacher's Activities	The Students' Activities	Time
<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li>1. The teacher greets the students.</li> <li>2. The teacher asks the students to pray together.</li> <li>3. The teacher checks the students' attendance.</li> <li>4. The teacher shows a video about having a holiday to the students</li> <li>5. The teacher asks some leading questions based on the video:               <ol style="list-style-type: none"> <li>1. What event does the people celebrate in the video?</li> <li>2. What do you call the day of your birth?</li> <li>3. What is <i>hari ulang tahun</i> in English?</li> <li>4. Can you guess, what topic we are going to study today?</li> </ol> </li> <li>6. The teacher tells the learning objectives.</li> </ol>	<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li>1. The students respond the greeting from the teacher.</li> <li>2. The students pray together.</li> <li>3. The students raise their hands as a sign of presence.</li> <li>4. The students watch the video about having a holiday shown by the teacher.</li> <li>5. The students answer some leading questions based on the video given by the teacher.</li> <li>6. The students pay attention when the teacher tells the learning objectives.</li> </ol>	<b>10'</b>
<p><b>Main Activity:</b></p> <p><b>The Steps of Indirect Method</b></p> <p><b>Step 1:</b></p> <ol style="list-style-type: none"> <li>1. The teacher gives the text to the students.</li> </ol>	<p><b>Main Activity:</b></p> <p><b>The Steps of Indirect Method</b></p> <p><b>Step 1:</b></p> <ol style="list-style-type: none"> <li>1. The students receive the text given by the teacher.</li> </ol>	<b>55'</b>

<p>2. The teacher asks the students to read the text individually.</p> <p>3. The teacher asks the students to underline the V<sub>2</sub> and the time signal used in the text.</p> <p>4. The teacher asks the students to mention the time signals used in the past tense that are not in the text.</p> <p>5. The teacher asks the students to find the examples of the sentences in the past tense used in the text.</p> <p><b>Step 2:</b></p> <p>1. The teacher leads the students to draw the pattern of past tense.</p> <p><b>Step 3:</b></p> <p>1. The teacher asks the students to complete the sentences with the correct verbs in the form of multiple choice question individually.</p>	<p>2. The students read the text given by the teacher individually.</p> <p>3. The students underline the V<sub>2</sub> and the time signal used in the text.</p> <p>4. The students mention the time signals used in the past tense that are not in the text.</p> <p>5. The students find the examples of the sentences in the past tense used in the text.</p> <p><b>Step 2:</b></p> <p>1. The students are able to draw the pattern of past tense.</p> <p><b>Step 3:</b></p> <p>1. The students complete the sentences with the correct verbs in the form of multiple choice question individually.</p>	
<p><b>Closure:</b></p> <p>1. The teacher guides the students to draw a conclusion about the main point of the materials by question and answer.</p> <p>2. The teacher gives homework to the students.</p> <p>3. The teacher asks the students to pray together.</p> <p>4. The teacher says good bye the students.</p>	<p><b>Closure:</b></p> <p>1. The students draw a conclusion about the main point of the materials.</p> <p>2. The students receive homework given by the teacher.</p> <p>3. The students pray together.</p> <p>4. The students say good bye to the teacher.</p>	5'

## LEARNING MATERIAL

### A. Set Induction

The teacher shows a video about birthday party.

The teacher gives some leading questions:

1. What event does the people celebrate in the video?
2. What do you call the day of your birth?
3. What is *hari ulang tahun* in English?
4. Can you guess, what topic we are going to study today?

### B. Main Activity

#### 1. Recount text

##### My last Birthday Party

Last week, my best friends arranged a surprise birthday party for me. Actually, I did not think that celebrating my birthday was important until I knew that it was exciting and I enjoyed it so much. They invited my parents and all my friends. I was glad nobody missed my party.

The party began at 7 o'clock. After the entire guests arrived, the light was switched off. Then, my best friend came out bringing a birthday cake. At the same time, people in the room sang happy birthday song for me. I felt like I was Anna in the movie I watched yesterday when there was a scene in which her friends gave her a surprised birthday party too. After they finished singing the song, they asked me to blow the candle. But, I had to make a wish before blowing the candle. The light was turned on as I blew out the candle and everybody clapped their hands. They said happy birthday to me. Then, I cut the cake. I gave the first cut to my parents and the second to my best friends. The last agenda of my party was playing game. The rule of the game was whoever made a mistake in the game would be punished by singing a song or dancing. I saw people played this game on my friend's birthday last Sunday too but I did not know this game could be this fun.

Finally, the party was over at 10 o'clock. Did I like my birthday party? Yes! I was so happy because everybody seemed to enjoy my party. They liked the game

and of course the foods. They shook my hand and wish me the happiest birthday once again before they went home.

(Taken from <http://wawajarwati.blogspot.co.id/2011/12/recount-text.html>)

## 2. Exercises

1. Please answer the questions based on the text!

1. Underline the V<sub>2</sub> used in the text!
2. Underline the time signal used in the text!
3. Find 5 examples of the sentences in the past tense used in the text!
  1. 2 affirmative sentences.
  2. 2 negative sentences.
  3. 2 interrogative sentence.

2. Draw the pattern of past tense!

1. Affirmative (+) = \_\_\_\_\_
2. Negative (-) = \_\_\_\_\_
3. Interrogative (?) = \_\_\_\_\_

1. Complete the following sentences with the appropriate verbs by circling on the letter a, b, c, or d.

*Example:*

Last night, Rara \_\_\_\_\_ on Tina's Birthday party.

- a. sing
- b. sang
- c. sings
- d. singing

1. Siska \_\_\_\_\_ two glasses of cola on my birthday party last night.

- a. drinks
- b. drink
- c. drinking
- d. drank

2. My sister \_\_\_\_\_ the best birthday party for me last Saturday.
  - a. did not make
  - b. do not make
  - c. does not make
  - d. is making
3. Did Riko \_\_\_\_\_ so many presents on his birthday last week?
  - a. got
  - b. gets
  - c. get
  - d. getting
4. Asih \_\_\_\_\_ the best date to celebrate her last birthday, so she did not celebrate it.
  - a. did not find
  - b. do not find
  - c. does not find
  - d. is finding
5. Did Tari \_\_\_\_\_ blue dress on her birthday last month.
  - a. wears
  - b. wore
  - c. wear
  - d. wearing
6. My mother really \_\_\_\_\_ about how to make the best birthday party for me yesterday?
  - a. cares
  - b. caring
  - c. care
  - d. cared
7. Santi \_\_\_\_\_ me by coming to my birthday party last two days.
  - a. surprise
  - b. surprises
  - c. surprised

- d. surprising
8. I \_\_\_\_\_ all my last birthday presents in my room.
- puts
  - put
  - putting
  - am putting
9. He \_\_\_\_\_ right next to me when I blew my birthday candle last Friday.
- standing
  - stands
  - stand
  - stood
10. Did everyone \_\_\_\_\_ on Ratna's birthday party two days ago?
- dance
  - danced
  - dancing
  - dances

### C. Closure

#### Homework

**A. Underline the clauses or sentences using past tense in the following passage, and circle the verbs.**

#### **Anita's Birthday Party**

Last Sunday Anita had a party in her house. Anita's mother decorated the house with full of flowers and colorful balloons. It was Anita's birthday party. Her classmates and her neighbors came to her house. They attended the party. They wore colorful clothes and brought parcels.

Anita wore a beautiful dress. She gave speech before blowing the candles. After that she blew candles and cut the birthday cake. Next all of them sang a birthday song together. They also clapped their hands. Then they ate some cakes and drank some soft drink. They celebrated Anita's birthday. All of the people

looked very happy. One of Anita's friends, Rudi read a poem for her. And the others listened to him. Then they gave applause to him.

Finally, the people shook hands with Anita. Then they went home. Everyone enjoyed the party very much.

**B. Make sentences in the past tense using the following key words. Number 1 has been done for you as an example.**

No.	Main Verbs	Time Signals
1.	Eat	Last night
2.	Drink	Two months ago
3.	Decorate	Yesterday
4.	Attend	This afternoon
5.	Look	3 years ago
6.	Give	Last Sunday
7.	Enjoy	Just now
8.	Shake	Two days ago

1. Rania ate two plates of nasi goreng last night.

2.

3.

4.

5.

6.

7.

8

**Teacher's Note****(For Experimental Group)**

1. Underline all the verbs used in the text!

Arranged, knew, enjoyed, invited, missed, began, arrived, switched off, came, sang, finished, asked, blew, turned on, clapped, said, cut, gave, made, seemed, liked, shook, went.

2. Underline the time signal used in the text!

Last week, Yesterday, Last Sunday

3. Find 5 example of sentences in the text!

1. 2 affirmative sentences.

1. Last week, my best friends arranged a surprise birthday party for me.

2. The party began at 7 o'clock.

2. 2 negative sentences.

1. Actually, I did not want to leave Bali this soon, but I could not do anything about it.

2. I did not know this game could be this fun.

3. 1 interrogative sentence.

1. Did I want to go back to Bali?

4. Draw the pattern of past tense:

1. Affirmative (+) = S + V<sub>2</sub>

2. Negative (-) = S + did not + V<sub>1</sub>

3. Interrogative (?) = Did + S + V<sub>1</sub>

6. Complete the following sentences with the appropriate verbs by circling on the letter a, b, c, or d.

1. d

2. a

3. c

4. a

5. b

6. d

7. c



8. b
9. d
10. a

### **Homework**

#### **Anita's Birthday Party**

Last Sunday Anita had a party in her house. Anita's mother decorated the house with full of flowers and colorful balloons. It was Anita's birthday party. Her classmates and her neighbors came to her house. They attended the party. They wore colorful clothes and brought parcels.

Anita wore a beautiful dress. She gave speech before blowing the candles. After that she blew candles and cut the birthday cake. Next all of them sang a birthday song together. They also clapped their hands. Then they ate some cakes and drank some soft drink. They celebrated Anita's birthday. All of the people looked very happy. One of Anita's friends, Rudi read a poem for her. And the others listened to him. Then they gave applause to him.

Finally, the people shook hands with Anita. Then they went home. Everyone enjoyed the party very much.

**B. Make a sentence in the past tense using the following key words. Number 1 has been done for you as an example.**

1. Rania ate two plates of nasi goreng last night.
2. My father drank cola two months ago.
3. I decorated my own room yesterday.
4. Fany attended the school meeting this afternoon.
5. My brother looked so sad 3 years ago.
6. My aunt gave me this book last Sunday.
7. Tuti really enjoyed reading comic just now.
8. He shook my hand two days ago.

**LESSON PLAN (Meeting 2)***(For Control Group)*

<b>School</b>	<b>: SMP Plus Darus Sholah</b>
<b>Subject</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VIII / Even</b>
<b>Language Component</b>	<b>: Grammar: Past Tense (Integrated with Reading)</b>
<b>Genre</b>	<b>: Recount text</b>
<b>Time Allocation</b>	<b>: 2 X 35 Minutes</b>

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**D. Standard Competence***Reading*

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**B. Basic Competence**

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

**C. Indicator****Cognitive Product:**

1. Completing the sentences with the appropriate verbs in the past tense (affirmative, negative, or interrogative) in the form of multiple choice question.

**Cognitive Process:**

1. Mentioning the function of past tense.
2. Mentioning the pattern of past tense (affirmative, negative, and interrogative).
3. Mentioning the time signals used in past tense.

- Finding the examples of the sentences in the past tense (affirmative, negative, interrogative) used in the text.

#### D. Learning Objectives

##### Cognitive Product

- The students are able to complete the sentences with the appropriate verbs in the past tense (affirmative, negative, or interrogative) in the form of multiple choice question correctly.

##### Cognitive Process

- The students are able to mention the function of past tense correctly.
- The students are able to mention the pattern of past tense (affirmative, negative, and interrogative) correctly.
- The students are able to mention the time signals used in past tense correctly.
- The students are able to find the examples of the sentences in the past tense (affirmative, negative, interrogative) used in the text.

#### E. Learning Materials (enclosed)

#### F. Media, Instrument, and Learning Resources

<b>Media</b>	<ol style="list-style-type: none"> <li>PPT</li> <li>A video about having a holiday</li> </ol>
<b>Instrument</b>	<ol style="list-style-type: none"> <li>Laptop</li> <li>LCD projector</li> </ol>
<b>Resources</b>	<ol style="list-style-type: none"> <li><a href="http://wwduniapendidikan.blogspot.co.id/2017/03/contoh-recount-text-study-tour-to-bali.html">http://wwduniapendidikan.blogspot.co.id/2017/03/contoh-recount-text-study-tour-to-bali.html</a></li> <li><a href="https://www.ef.com/english-resources/english-grammar/simple-past-tense/">https://www.ef.com/english-resources/english-grammar/simple-past-tense/</a></li> </ol>

#### G. Learning Method

The control group: Direct Method.

**H. Teaching and Learning Activities**

The Teacher's Activities	The Students' Activities	Time
<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li>1. The teacher greets the students.</li> <li>2. The teacher asks the students to pray together.</li> <li>3. The teacher checks the students' attendance.</li> <li>4. The teacher shows a video about having a holiday to the students</li> <li>5. The teacher asks some leading questions based on the video:               <ol style="list-style-type: none"> <li>1. What event does the people celebrate in the video?</li> <li>2. What do you call the day of your birth?</li> <li>3. What is <i>hari ulang tahun</i> in English?</li> <li>4. Can you guess, what topic we are going to study today?</li> </ol> </li> <li>6. The teacher tells the learning objectives.</li> </ol>	<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li>1. The students respond the greeting from the teacher.</li> <li>2. The students pray together.</li> <li>3. The students raise their hand as a sign of presence.</li> <li>4. The students watch the video about having a holiday shown by the teacher.</li> <li>5. The students answer some leading questions based on the video given by the teacher.</li> <li>6. The students pay attention when the teacher tells the learning objectives.</li> </ol>	<p><b>10'</b></p>
<p><b>Main Activity:</b></p> <p><b>Step 1:</b></p> <ol style="list-style-type: none"> <li>1. The teacher explains the material about past tense.</li> </ol>	<p><b>Main Activity:</b></p> <p><b>Step 1:</b></p> <ol style="list-style-type: none"> <li>1. The students listen to the teacher's explanation very carefully.</li> </ol>	<p><b>55'</b></p>

<p>2. The teacher asks the students to note the important points of the explanation.</p> <p>3. The teacher asks questions to the students:</p> <ol style="list-style-type: none"> <li>1. What is the function of past tense?</li> <li>2. Mention the pattern of past tense (affirmative, negative, and interrogative)!</li> <li>3. Mention the time signals used in past tense!</li> </ol> <p><b>Step 2:</b></p> <ol style="list-style-type: none"> <li>1. The teacher gives the text to the students</li> <li>2. The teacher asks the students to read the text individually.</li> </ol> <p><b>Step 3:</b></p> <ol style="list-style-type: none"> <li>1. The teacher ask the students to find the examples of the sentences in the past tense (affirmative, negative, and interrogative) used in the text.</li> </ol> <p><b>Step 4:</b></p> <ol style="list-style-type: none"> <li>1. The teacher asks the students to complete the sentences with the correct verbs in the form of multiple choice question individually.</li> </ol>	<p>2. The students note the important points of the teacher's explanation.</p> <p>3. The students raise their hands to answer the teacher's questions.</p> <p><b>Step 2:</b></p> <ol style="list-style-type: none"> <li>1. The students receive the text from the teacher.</li> <li>2. The students read the text given by the teacher individually.</li> </ol> <p><b>Step 3:</b></p> <ol style="list-style-type: none"> <li>1. The students find the examples of the sentences in the past tense (affirmative, negative, and interrogative) used in the text.</li> </ol> <p><b>Step 4:</b></p> <ol style="list-style-type: none"> <li>1. The students complete the sentences with the correct verbs in the form of multiple choice question individually.</li> </ol>	
<p><b>Closure:</b></p> <ol style="list-style-type: none"> <li>1. The teacher guides the students to draw a conclusion about the main</li> </ol>	<p><b>Closure:</b></p> <ol style="list-style-type: none"> <li>1. The students draw a conclusion about the main point of the materials.</li> </ol>	5'

point of the materials by question and answer.		
2. The teacher gives homework to the students.	2. The students receive homework given by the teacher.	
3. The teacher asks the students to pray together.	3. The students pray together.	
4. The teacher says good bye to the students.	4. The students say good bye to the teacher.	

## LEARNING MATERIAL

### A. Set Induction

The teacher shows a video about birthday party.

The teacher gives some leading questions:

1. What event does the people celebrate in the video?
2. What do you call the day of your birth?
3. What is *hari ulang tahun* in English?
4. Can you guess, what topic we are going to study today?

### B. Main Activity

#### 1. Simple Past Tense

1. The function of past tense

The simple past describes that an activity or situation happened in the past.

2. The pattern of past tense

1. Affirmative (+) : Subject + V<sub>2</sub>
2. Negative (-) : Subject + did not + infinitive without to
3. Interrogative (?) : Did + Subject + infinitive without to

3. The time signals used in past tense

1. Yesterday
2. Last week
3. Last month

4. Last year, etc.

a. Examples:

(+) Last week, my best friends arranged a surprise birthday party for me.

(-) I did not want to celebrate my birthday

(?) Did I like my birthday party?

## 2. Exercises

1. Read the text very carefully!

### **My last Birthday Party**

Last week, my best friends arranged a surprise birthday party for me. Actually, I did not think that celebrating my birthday was important until I knew that it was exciting and I enjoyed it so much. They invited my parents and all my friends. I was glad nobody missed my party.

The party began at 7 o'clock. After the entire guests arrived, the light was switched off. Then, my best friend came out bringing a birthday cake. At the same time, people in the room sang happy birthday song for me. I felt like I was Anna in the movie I watched yesterday when there was a scene in which her friends gave her a surprised birthday party too. After they finished singing the song, they asked me to blow the candle. But, I had to make a wish before blowing the candle. The light was turned on as I blew out the candle and everybody clapped their hands. They said happy birthday to me. Then, I cut the cake. I gave the first cut to my parents and the second to my best friends. The last agenda of my party was playing game. The rule of the game was whoever made a mistake in the game would be punished by singing a song or dancing. I saw people played this game on my friend's birthday last Sunday too but I did not know this game could be this fun.

Finally, the party was over at 10 o'clock. Did I like my birthday party? Yes! I was so happy because everybody seemed to enjoy my party. They liked the game and of course the foods. They shook my hand and wish me the happiest birthday once again before they went home.

*(Taken from <http://wawajarwati.blogspot.co.id/2011/12/recount-text.html>)*

2. Find the examples of the sentences in the past tense that are used in the text!

1. Two affirmative sentences :
2. Two negative sentences :
3. Two interrogative sentences :

**1. Complete the following sentences with the appropriate verbs circling on the letter a, b, c, or d.**

Last night, Rara \_\_\_\_\_ on Tina's Birthday party.

- a. sing
- b. sang
- c. sings
- d. singing

1. Siska \_\_\_\_\_ two glasses of cola on my birthday party last night.

- a. drinks
- b. drink
- c. drinking
- d. drank

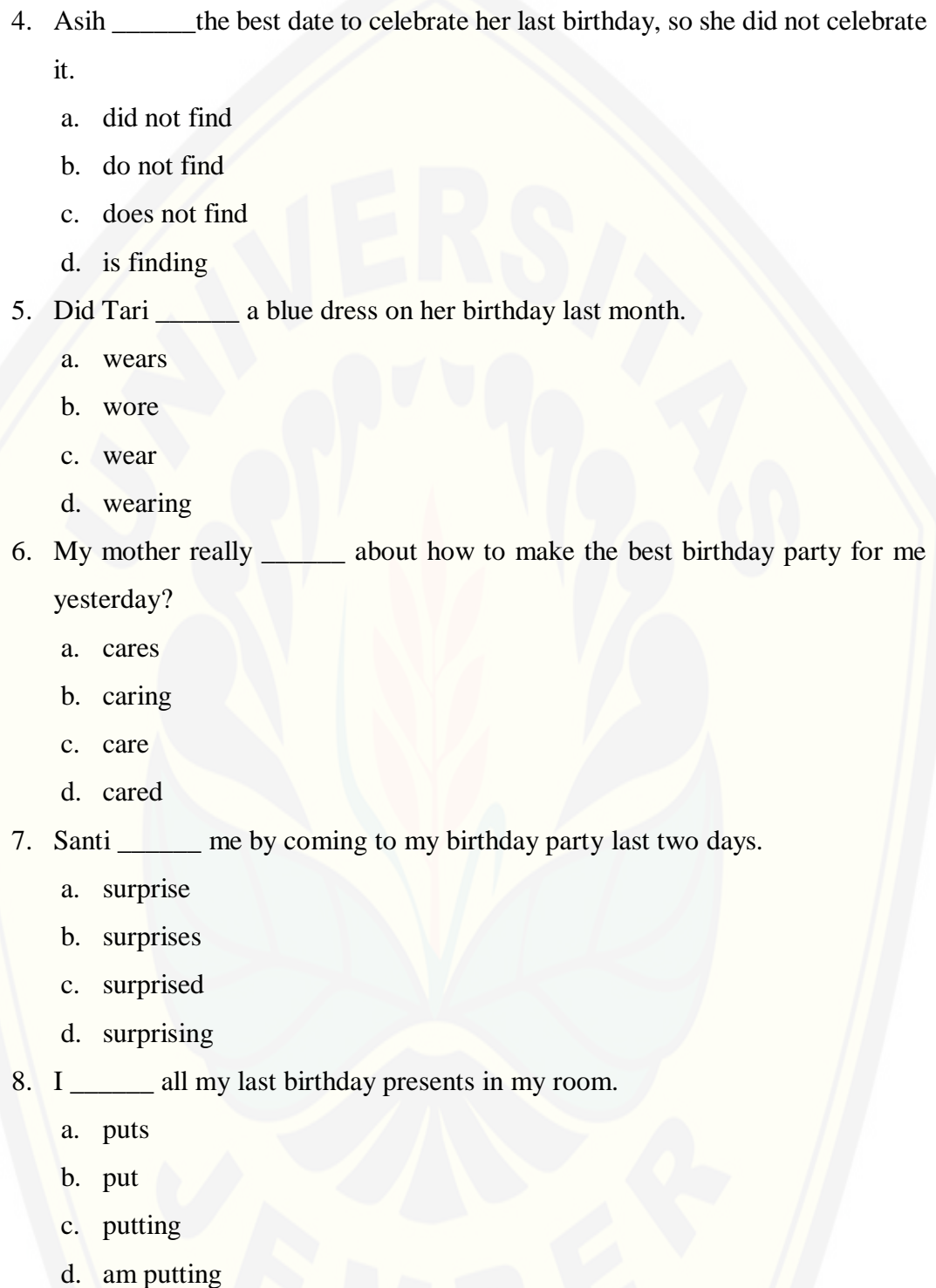
2. My sister \_\_\_\_\_ the best birthday party for me last Saturday.

- a. did not make
- b. do not make
- c. does not make
- d. is making

3. Did Riko \_\_\_\_\_ so many presents on his birthday last week?

- a. got
- b. gets
- c. get
- d. getting



- 
4. Asih \_\_\_\_\_ the best date to celebrate her last birthday, so she did not celebrate it.
- did not find
  - do not find
  - does not find
  - is finding
5. Did Tari \_\_\_\_\_ a blue dress on her birthday last month.
- wears
  - wore
  - wear
  - wearing
6. My mother really \_\_\_\_\_ about how to make the best birthday party for me yesterday?
- cares
  - caring
  - care
  - cared
7. Santi \_\_\_\_\_ me by coming to my birthday party last two days.
- surprise
  - surprises
  - surprised
  - surprising
8. I \_\_\_\_\_ all my last birthday presents in my room.
- puts
  - put
  - putting
  - am putting

9. He \_\_\_\_\_ right next to me when I blew my birthday candle last Friday.
- standing
  - stands
  - stand
  - stood
10. Did everyone \_\_\_\_\_ on Ratna's birthday party two days ago?
- dance
  - danced
  - dancing
  - dance

### C. Closure

#### Homework

**A. Underline the clauses or sentences using past tense in the following passage, and circle the verbs.**

#### **Anita's Birthday Party**

Last Sunday Anita had a party in her house. Anita's mother decorated the house with full of flowers and colorful balloons. It was Anita's birthday party. Her classmates and her neighbors came to her house. They attended the party. They wore colorful clothes and brought parcels.

Anita wore a beautiful dress. She gave speech before blowing the candles. After that she blew candles and cut the birthday cake. Next all of them sang a birthday song together. They also clapped their hands. Then they ate some cakes and drank some soft drink. They celebrated Anita's birthday. All of the people looked very happy. One of Anita's friends, Rudi read a poem for her. And the others listened to him. Then they gave applause to him.

Finally, the people shook hands with Anita. Then they went home. Everyone enjoyed the party very much.

**B. Make sentences in the past tense using the following key words. Number 1 has been done for you as an example.**

No.	Main Verbs	Time Signals
1.	Eat	Last night
2.	Drink	Two months ago
3.	Decorate	Yesterday
4.	Attend	This afternoon
5.	Look	3 years ago
6.	Give	Last Sunday
7.	Enjoy	Just now
8.	Shake	Two days ago

1. Rania ate two plates of nasi goreng last night.

2.

3.

4.

5.

6.

7.

8.

**Teacher's Note*****(For Control Group)***

1. Find the examples of the sentences in the past tense that are used in the text!

1. Two affirmative sentences :

The party began at 7 o'clock.

People in the room sang happy birthday song for me.

2. Two negative sentences :

I did not know this game could be this fun.

I did not want to celebrate my birthday.

3. Two interrogative sentences :

Did I like to celebrate my birthday?

Did I like my birthday party?

**1. Complete the following sentences with the appropriate verbs by circling on the letter a, b, c, or d.**

1. d

2. a

3. c

4. a

5. b

6. d

7. c

8. b

9. d

10. a

**Homework****A.****Anita's Birthday Party**

Last Sunday Anita had a party in her house. Anita's mother decorated the house with full of flowers and colorful balloons. It was Anita's birthday party. Her classmates and her neighbors came to her house. They attended the party. They wore colorful clothes and brought parcels.

Anita wore a beautiful dress. She gave speech before blowing the candles. After that she blew candles and cut the birthday cake. Next all of them sang a birthday song together. They also clapped their hands. Then they ate some cakes and drank some soft drink. They celebrated Anita's birthday. All of the people looked very happy. One of Anita's friends, Rudi read a poem for her. And the others listened to him. Then they gave applause to him.

Finally, the people shook hands with Anita. Then they went home. Everyone enjoyed the party very much.

**B. Make a sentence in the past tense using the following key words. Number 1 has been done for you as an example.**

1. Rania ate two plates of nasi goreng last night.
2. My father drank cola two months ago.
3. I decorated my own room yesterday.
4. Fany attended the school meeting this afternoon.
5. My brother looked so sad 3 years ago.
6. My aunt gave me this book last Sunday.
7. Tuti really enjoyed reading comic just now.
8. He shook my hand two days ago.

**APPENDIX G****TRY OUT TEST****Name :****Class :**

**Complete the sentence with the correct word. 30 minutes will be given to you to complete the test. Good luck.**

**Circle the correct answer!**

*Example:*

Last night, Rara \_\_\_\_\_ on Tina's Birthday party.

e. sing

f. sang

g. sings

h. singing

1. Last week, I \_\_\_\_\_ to Bali for vacation with my family.

a) goes

c) gone

b) went

d) go

2. Did Sinta \_\_\_\_\_ so happy to visit Penyu Island last year?

a) felt

c) feel

b) feeling

d) feels

3. Maria and her family \_\_\_\_\_ at 4 Season Hotel yesterday.

a) staying

c) stays

b) stay

d) stayed

4. Did Anisa \_\_\_\_\_ how to make a traditional bag in Banyuwangi two weeks ago?

a) learns

c) learnt

b) learning

d) learn







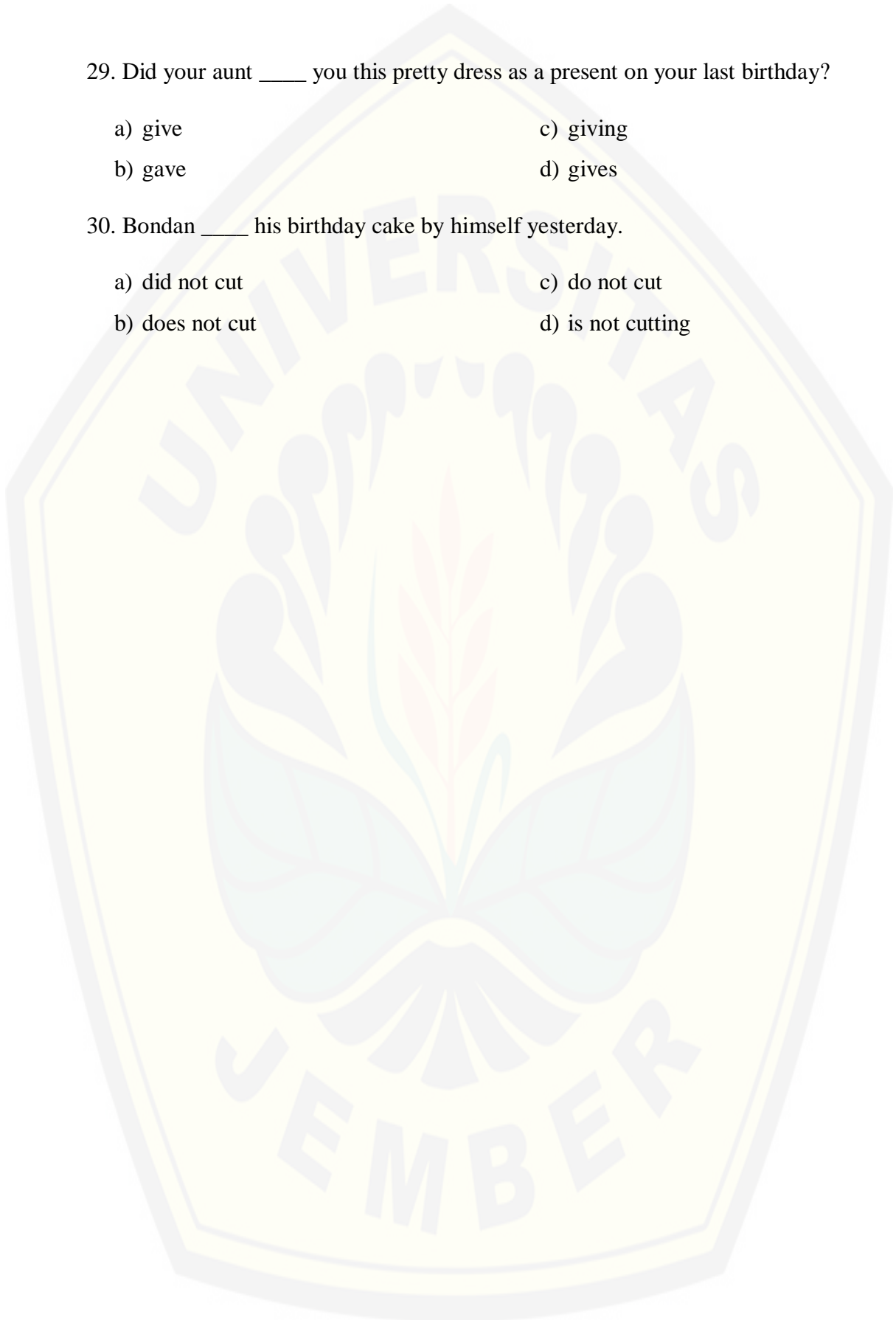
- c) finishing  
d) finish
21. Did Fandi \_\_\_\_\_ Jet Ski at Bedugul last holiday?
- a) play  
b) played  
c) playing  
d) plays
22. Reni \_\_\_\_\_ her wallet on her way to Jakarta for vacation last week.
- a) lose  
b) loses  
c) losing  
d) lost
23. My family and I \_\_\_\_\_ a yacht last summer.
- a) do not ride  
b) did not ride  
c) is riding  
d) does not ride
24. Rina and Reni \_\_\_\_\_ the candle together on their last birthday.
- a) blowing  
b) blow  
c) blew  
d) blows
25. He \_\_\_\_\_ tell me a story about "A Mysterious Birthday Party" last night.
- a) do not  
b) did not  
c) does not  
d) is not telling
26. Did Arina \_\_\_\_\_ your hand again before she went home?
- a) shook  
b) shakes  
c) shaking  
d) shake
27. Unfortunately, Lina \_\_\_\_\_ her trip to Red Island last holiday.
- a) misses  
b) missing  
c) missed  
d) miss
28. I \_\_\_\_\_ him on my birthday, but he still came anyway.
- a) do not invite  
b) am not inviting  
c) did not invite  
d) does not invite

29. Did your aunt \_\_\_\_ you this pretty dress as a present on your last birthday?

- a) give
- b) gave
- c) giving
- d) gives

30. Bondan \_\_\_\_ his birthday cake by himself yesterday.

- a) did not cut
- b) does not cut
- c) do not cut
- d) is not cutting



**Answer Key**

1. b)	11. a)	21. a)
2. c)	12. a)	22. d)
3. d)	13. b)	23. b)
4. d)	14. a)	24. c)
5. a)	15. d)	25. b)
6. c)	16. a)	26. d)
7. d)	17. b)	27. c)
8. b)	18. b)	28. c)
9. a)	19. d)	29. a)
10. c)	20. d)	30. a)

**The Distribution of the Test Items**

<b>Kinds of Sentences</b>	<b>Number of Items</b>
Affirmative sentence	1, 3, 5, 9, 12, 16, 18, 22, 24, 27
Negative sentence	6, 8, 11, 13, 15, 19, 23, 25, 28, 30
Interrogative sentence	2, 4, 7, 10, 14, 17, 20, 21, 26, 29

**The Formula to Accumulate Students' Scores**

$$\text{Final Score} = \frac{\text{Gotten Score}}{\text{Maximum score}} \times 100$$

## APPENDIX H

## The Split Half Analysis of Odd Numbers (X)

No.	Name	Odd Numbers														Total	
		1	3	5	7	9	11	13	15	17	19	21	23	25	27		29
1	ANK	1	1	1	0	1	1	0	0	1	0	1	1	0	1	1	10
2	AZR	1	1	1	0	0	1	0	0	1	1	1	1	1	0	1	10
3	AM																
4	BSR	1	0	0	0	0	1	0	1	1	1	1	1	1	1	1	10
5	CAS	1	1	1	0	0	0	0	0	0	0	1	0	1	0	0	5
6	FJ	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	12
7	FDA	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	12
8	FFNA	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	13
9	HZAM	0	0	0	1	1	1	0	1	1	0	1	1	0	1	1	9
10	HZAM	0	0	0	1	1	1	0	1	1	1	1	1	0	1	1	10
11	IDH	1	0	0	1	0	1	0	1	1	1	1	1	0	0	1	9
12	IQS	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	14
13	IUW	0	0	0	1	1	1	0	1	1	1	1	1	0	1	1	10
14	JAS	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	14
15	KFS	1	1	1	1	0	1	0	0	1	0	1	1	1	0	1	10
16	MAM	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	14
17	NEPM	1	0	0	1	0	1	1	0	1	1	1	1	1	0	1	10
18	NZA	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	11
19	NIL	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	14
20	NLA	1	0	0	1	1	0	0	1	1	1	1	1	0	1	1	10
21	NS	1	0	0	1	0	1	1	0	1	1	1	1	1	0	1	10
22	NASP	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	13
23	RAZ	0	1	0	0	0	0	0	1	0	0	0	0	0	1	1	4
24	RH	1	1	0	0	0	0	0	0	1	0	1	1	0	0	1	6
25	SMS	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	14
26	SRP	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	12
27	VADR	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	14
28	WIY	1	0	0	1	1	0	0	1	1	1	1	1	0	1	1	10
29	ZEN	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	14
30	ZN	0	0	0	1	0	1	0	1	1	0	1	1	0	1	1	8
31	AO	0	0	0	1	1	0	0	1	1	1	1	0	1	1	1	9
32	HO	1	1	1	0	0	0	0	0	1	0	0	1	0	1	1	7
Total		22	18	17	22	20	21	8	20	29	22	28	27	19	22	31	328

## APPENDIX I

## The Split Half Analysis of Even Numbers (Y)

No.	Name	Even Numbers														Total	
		2	4	6	8	10	12	14	16	18	20	22	24	26	28		30
1	ANK	1	1	0	1	1	0	1	0	0	1	0	0	1	0	1	8
2	AZR	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	11
3	AM																
4	BSR	1	1	1	1	0	0	1	0	0	1	1	0	0	1	1	9
5	CAS	1	1	1	1	1	0	1	0	0	0	0	0	0	1	0	7
6	FJ	1	1	1	1	1	0	1	0	1	1	0	0	0	1	1	10
7	FDA	1	1	0	1	1	1	1	0	0	1	0	0	1	1	1	10
8	FFNA	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	11
9	HZAM	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	10
10	HZAM	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	10
11	IDH	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	11
12	IQS	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	13
13	IUW	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	10
14	JAS	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	13
15	KFS	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	10
16	MAM	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	14
17	NEPM	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	10
18	NZA	1	0	1	1	1	1	1	0	0	1	0	0	1	0	1	9
19	NIL	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	12
20	NLA	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	10
21	NS	1	0	1	1	1	0	1	0	0	1	0	0	1	1	1	9
22	NASP	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	13
23	RAZ	0	0	1	1	0	1	1	0	0	0	1	0	1	0	0	6
24	RH	1	1	1	0	1	0	0	0	0	1	1	0	1	0	1	8
25	SMS	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	13
26	SRP	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	13
27	VADR	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	12
28	WIY	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	10
29	ZEN	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	13
30	ZN	1	1	1	1	1	1	1	1	0	1	0	0	1	0	1	11
31	AO	1	1	1	0	1	1	1	0	0	1	0	0	1	0	0	8
32	HO	1	1	0	0	1	1	1	0	1	1	0	0	1	1	1	10
Total		30	28	29	28	28	22	28	9	8	29	9	7	21	19	28	324

**APPENDIX J****The Division of Odd (X) and Even (Y) Numbers**

No.	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	10	8	100	64	88
2	10	11	100	121	110
3					
4	10	9	100	81	99
5	5	7	25	49	35
6	12	10	144	100	120
7	12	10	144	100	120
8	13	11	169	121	143
9	9	10	81	100	90
10	10	10	100	100	100
11	9	11	81	121	99
12	14	13	196	169	182
13	10	10	100	100	100
14	14	13	196	169	182
15	10	10	100	100	100
16	14	14	196	196	196
17	10	10	100	100	100
18	11	9	121	81	99
19	14	12	225	144	168
20	10	10	100	100	100
21	10	9	100	81	90
22	13	13	169	169	169
23	4	6	16	36	24
24	6	8	36	64	48
25	14	13	196	169	182
26	12	13	144	169	156
27	14	12	196	144	168
28	10	10	100	100	100
29	14	13	196	169	182
30	8	11	64	121	88
31	9	8	81	64	72
32	7	10	49	100	70
Total	328	324	3725	3502	3580

**APPENDIX K****The Difficulty Index of Each Item of the Try Out Test**

Number of Items	R	N	FV	Criteria
1	22	31	0.70	Fair
<b>2</b>	<b>30</b>	<b>31</b>	<b>0.96</b>	<b>Easy</b>
3	18	31	0.58	Fair
4	28	31	0.90	Easy
5	17	31	0.54	Fair
<b>6</b>	<b>29</b>	<b>31</b>	<b>0.93</b>	<b>Easy</b>
7	22	31	0.70	Fair
8	28	31	0.90	Easy
9	20	31	0.64	Fair
10	28	31	0.90	Easy
11	21	31	0.67	Fair
12	22	31	0.70	Fair
13	8	31	0.25	Difficult
14	28	31	0.90	Easy
15	20	31	0.64	Fair
16	9	31	0.29	Difficult
<b>17</b>	<b>29</b>	<b>31</b>	<b>0.93</b>	<b>Easy</b>
18	8	31	0.25	Difficult
19	22	31	0.70	Fair
<b>20</b>	<b>29</b>	<b>31</b>	<b>0.93</b>	<b>Easy</b>
21	28	31	0.90	Easy
22	9	31	0.29	Difficult
23	27	31	0.87	Easy
24	7	31	0.22	Difficult
25	19	31	0.61	Fair
26	21	31	0.67	Fair
27	22	31	0.70	Fair
28	19	31	0.61	Fair
<b>29</b>	<b>31</b>	<b>31</b>	<b>1.00</b>	<b>Easy</b>
30	28	31	0.90	Easy

**APPENDIX L****POST TEST**

Name : \_\_\_\_\_ Class : \_\_\_\_\_

Student Number : \_\_\_\_\_ Time : 25 Minutes

---

**Complete the following sentences with the appropriate words by circling a, b, c, or d.**

1. Did Anisa \_\_\_\_\_ how to make a traditional bag in Banyuwangi two weeks ago?
  - a) learns
  - b) learning
  - c) learnt
  - d) learn
2. \_\_\_\_\_ you get something from your mother on your birthday last week?
  - a) Do
  - b) Does
  - c) Doing
  - d) Did
3. "I \_\_\_\_\_ this bag for you last Sunday. Do you like it?"
  - a) bought
  - b) buying
  - c) buys
  - d) buy
4. Did Anna like to celebrate her birthday?
  - a) Yes, she did
  - b) No, she does not.
  - c) No, she do not.
  - d) Yes, she does.
5. "No! I \_\_\_\_\_ some unique animals in Bali two months ago."
  - a) do not see
  - b) am not seeing
  - c) does not see
  - d) did not see
6. I \_\_\_\_\_ a bag yesterday.
  - a) bought
  - b) buying
  - c) buys
  - d) buy
7. Did Riri \_\_\_\_\_ Joger on her last day in Bali three days ago?



- a) visits  
b) visited
- c) visit  
d) visiting
8. Did Fandi \_\_\_\_ Jet Ski at Bedugul last holiday?
- a) play  
b) played
- c) playing  
d) plays
9. My family and I \_\_\_\_ a yacht last summer.
- a) do not ride  
b) did not ride
- c) is riding  
d) does not ride
10. Bondan \_\_\_\_ his birthday cake by himself yesterday.
- a) did not cut  
b) does not cut
- c) do not cut  
d) is not cutting
11. Last week, I \_\_\_\_ to Bali for vacation with my family.
- a) goes  
b) went
- c) gone  
d) go
12. Maria and her family \_\_\_\_ at 4 Season Hotel yesterday.
- a) staying  
b) stay
- c) stays  
d) stayed
13. You \_\_\_\_ late on your own birthday party last year.
- a) came  
b) come
- c) coming  
d) comes
14. Sansa \_\_\_\_ to say Happy Birthday to me yesterday.
- a) forgot  
b) forgotten
- c) forgets  
d) forget
15. You \_\_\_\_ my birthday party well last night.”
- a) did not arrange  
b) do not arrange
- c) does not arrange  
d) did not arranged



c) begins

d) beginning

25. Reni \_\_\_\_\_ her wallet on her way to Jakarta for vacation last week.

a) lose

c) losing

b) loses

d) lost



**Answer Key**

- |        |        |
|--------|--------|
| 1. d)  | 16. d) |
| 2. d)  | 17. a) |
| 3. a)  | 18. c) |
| 4. a)  | 19. b) |
| 5. d)  | 20. d) |
| 6. a)  | 21. c) |
| 7. c)  | 22. c) |
| 8. a)  | 23. b) |
| 9. b)  | 24. b) |
| 10. a) | 25. d) |
| 11. b) |        |
| 12. d) |        |
| 13. a) |        |
| 14. a) |        |
| 15. a) |        |

**The Formula to Accumulate Students' Scores**

$$\text{Final Score} = \frac{\text{Gotten Score}}{\text{Maximum score}} \times 100$$

**APPENDIX M****The Post-test Scores**

No.	EXPERIMENT CLASS		CONTROL CLASS	
	Name	Score	Name	Score
1	ARS	28	ADD	64
2	AFG	96	AN	52
3	AAA	92	AJ	44
4	ASSA		ASSMN	84
5	ASA	72	AW	92
6	APK	12	CRW	60
7	AR	80	DTA	72
8	ALAW	80	DFD	40
9	BUP	60	DFD	36
10	DIG	92	DA	40
11	GAP	44	ERC	56
12	GAM	60	FAS	60
13	INAP	92	FL	36
14	IA	92	GAA	84
15	IBQI	80	IR	80
16	MSPK	72	IZN	72
17	MYHAG	92	KT	64
18	MMV	60	MAW	36
19	MRH	72	MGs	32
20	MZR	72	MTD	32
21	NPS	84	NN	96
22	NLB	88	NPS	40
23	PDD		PW	36
24	RDB	92	PNU	20
25	TNA	92	RA	64
26	TMM	80	RSR	64
27	TMF	84	SIH	76
28	VSSAM	80	SSRW	76
29	YAO	72	SDP	32
30			SM	76
31			SKS	64

## APPENDIX N

## The Output of the Post-test

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Score Experimental Group	27	74.8148	20.35273	3.91688
Control Group	31	57.4194	20.48865	3.67987

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.852	.360	3.056	55	.003	16.58065	5.42604	5.70662	27.45467
	Equal variances not assumed			3.058	53.451	.003	16.58065	5.42160	5.70843	27.45286

## APPENDIX O

## The Permission Letter for Conducting The Research



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kalimantan Nomor 37, Kampus Bumi Tegalboto, Jember 68121  
Telepon: 0331-334988, 330738, Faximile: 0331-332475  
Laman: www.fkip.unej.ac.id

Nomor 3374 /UN25.1.5/LT/2018  
Lampiran  
Perihal : Permohonan Izin Penelitian

20 APR 2018

Yth. Kepala SMP Plus Darus Sholah  
Jember

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan Skripsi, mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Siti Yuliani  
NIM : 140210401047  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Bermaksud melaksanakan Penelitian tentang "The Effect of Using Indirect Method on the Students' Grammar Achievement at SMP Plus Darus Sholah", di Sekolah yang Saudara pimpin.

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.



a.n. Dekan,  
Wakil Dekan I

Prof. Dr. Suratno, M.Si.  
NIP. 196706251992031003








## APPENDIX R

## The Statement Letter for Accomplishing the Research from SMP Plus Darus Sholah



**YAYASAN PENDIDIKAN ISLAM**  
**SMP PLUS DARUS SHOLAH JEMBER**  
STATUS : TERAKREDITASI "A"  
SEKOLAH STANDART NASIONAL (SSN)  
Jl. Moh. Yamin No. 25 Tegal Besar Kaliwates Phone: 0331-334639 Jember 68132

---

**SURAT KETERANGAN**  
Nomor : 146/A/SMP Plus/V/2018

Yang bertanda tangan di bawah ini :

Nama : Drs. H. Zainal Fanani  
Jabatan : Kepala SMP Plus Darus Sholah Jember



Dengan ini menerangkan bahwa :

Nama : Siti Yuliani  
Nim : 140210401047  
Fakultas / Jurusan : Pendidikan Bahasa dan Seni  
Judul : **The Effect of using indirect method on the students' Grammar Achievement at SMP Plus Darus Sholah**

Adalah benar – benar telah melakukan wawancara/observasi di SMP Plus Darus Sholah Jember pada tanggal 3 – 11 Mei 2018 dalam rangka Penyusunan Tugas Akhir Strata (Skripsi).

Demikian surat keterangan ini kami buat dengan sebenar-benarnya dan untuk dipergunakan sebagaimana mestinya

30 Mei 2018  
Plus Darus Sholah Jember



**Drs. H. Zainal Fanani, M. Pd**